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ABSTRACT

This report identifies the degree to which high school students consider choosing nontraditional occupations, if youths are aware of sex stereotypic influences, and what strategies they would offer to promote educational equity. Chapter 1 reviews the literature and defines the problem and objectives. Chapter 2, on procedures, describes the sample, interview techniques, and qualitative analysis. Chapter 3 reports the students' occupational choice, influences on occupational choice, rejection of nontraditional occupations, sex stereotyping influences, and strategies for counteracting sex stereotyping. Some findings are that 80% planned to enter occupations traditional to their sex, that five factors were primary career plan influences, and that students had suggestions for counteracting these influences and achieving occupational sex equity. Chapter 4 reports the study's conclusions that awareness is not reflected in most occupational choices; among students choosing nontraditional occupations there are more females than males; most choices require at least a four-year college degree; and class experience is the most influential factor in nontraditional occupational choice. The annotated bibliography for educators/counselors provides resources on sex bias in education/work; strategies to achieve sex equity; sex fair materials; inservice training to promote sex equity; assistance for returning women students; and resources for sex fair education. (Author/CSS)

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A PROJECT REPORT AND BIBLIOGRAPHY

Secondary Students' Views on Occupational Sex Stereotyping

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and

Sex Equity Resources for Vocational Educators and Counselors

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ABSTRACT

Project report

The report identifies the degree to which high school students consider choosing nontraditional occupations, if youths are aware of sex stereotyping influences, and what strategies they would offer to promote educational equity. Chapter one summarizes the background and related studies, tracing sex stereotyping as a subtle and powerful lifelong influence, and defines the problem and objectives. Chapter two, procedures, describes the sample, interview technique, and qualitative analysis used by the project. Chapter three reports the project's findings in these sections: the students' occupational choice, the influences on occupational choice, rejection of nontraditional occupations, sex stereotyping influences, and strategies for counteracting sex stereotyping. Some of its findings are that 80 percent of students planned to enter an occupation traditional for their sex, that five factors were primary influences on their career plans, and that students had suggestions for eight ways to counteract these influences and achieve sex equity in jobs. Chapter four reports the study's conclusions that these students' awareness is not reflected in the occupations chosen by a majority of them; that among students choosing nontraditional occupations, there are more females than males; that the majority of their choices require at least a four-year college degree; and that the most influential factor resulting in nontraditional occupational choice is the students' experience in classes. The project makes eight recommendations to school administrators, teachers, and counselors, in the categories of career guidance, inservice training, and classroom practices and materials. An interview guide and references are included.

Bibliography

The bibliography is a collection of resources with which educators and counselors can begin to implement sex fair practices in the schools. An introduction describes the organization and format, and a key to Indiana sources for materials tells Indiana vocational educators how to locate these resources in the state. The bibliography itself includes six major categories: sex bias in education and work; strategies to achieve sex equity; sex fair materials for use by teachers and counselors; inservice training to promote sex equity; assistance for returning women students; and additional resources for sex fair education. There are complete author and title indexes.

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Secondary Students' Views on Occupational Sex Stereotyping

by

Diane S. Richards

CHAPTER I

Introduction

Background and Related Studies

Sex stereotyping is a subtle and powerful lifelong force. A close look at the societal manifestations of sex stereotyping reveals how the roles and expectations of men and women are shaped. From as early as infancy, different rearing practices occur; for example, female infants usually get different toys than male infants.

In his studies, Kagen (1969) found that females are in more contact with their mothers than boys are at the age of two. Kagen also found that behavior expectations of young boys and girls are different; people encourage boys to be more aggressive, play rough and tough games, and not cry. The same study showed that young girls are assigned to chores inside the home, such as washing the dishes and cleaning the house, while boys are assigned to outside chores, such as cleaning the garage and mowing the lawn.

In a study of task responsibilities of 806 school-age children, Lynch (1975) found that traditional patterns prevail; girls do "girls' work" and boys do "boys' work." Lynch found that among children ages 9-11, females did eight minutes of household work and males did only five. At ages 12-17, females did more than twice the amount of household tasks than males.

Once children enter school and begin to read, their sex stereotyped attitudes are reinforced. Frasher and Walker (1972) found that first and second grade reading books picture girls playing quiet games more often than boys. In the same study's analysis of 734 stories, men had occupations outside the home four times as often as women, and men were employed in 58 different occupations while women were employed in only 11.

Elementary school teachers can either reinforce or contradict expectations society places on male and female children. According to findings reported by Levy (1972), schools place expectations on students which reinforce traditional behavior for girls but contradict traditional behavior for boys. Schools

reward obedience, docility, and dependence, qualities which correspond to sex-role traditions for women. However, if boys are passive, quiet, and conforming "good pupils," they are in conflict with sex-role traditions which tell them to be aggressive, active, achieving, and independent.

When children view the working world, their sex stereotyped attitudes are often reinforced; when they visit a doctor's office, the nurse is usually female and the doctor male; when they visit the grocery store, the check-out clerk is usually female and the meat cutter male; and when they ride down the street, they see men outside working on construction sites. It is not surprising that children and young adults have preconceived ideas of the occupational choices appropriate for men and women.

Brady and Brown (1973) questioned 570 eight- and ten-year-olds and found that 62 percent of the eight-year-old girls and 56 percent of the ten-year-old girls planned to be teachers, nurses, or housewives. The authors concluded that the majority of these girls had limited their occupational choices by eight years of age.

Prediger, Roth, and Noeth (1973) studied 32,000 students from 200 schools and found that, out of 25 job families, over half of the eleventh grade girls chose occupations from one of these three families: clerical and secretarial work, education and social services, and nursing and human care. In the same study, only 7 percent of the eleventh grade boys chose occupations from these three job families; instead almost half of the boys chose occupations in the technologies and trade job families. The study showed that both boys and girls limited their occupational choices to job families traditional for their sex.

Stereotyped occupational choices are further reinforced and supported in the high school setting. High school textbooks, course names, and inadvertent comments made by teachers, counselors, and administrators reinforce sex-role stereotyping. In guidance materials, occupational titles such as "draftsman," "stewardess," and "policeman" seem to limit occupations that are within the abilities and interests of both men and women. Career guidance materials were examined by Vetter (1974) for the purpose of determining the degree of sex bias they contained. It was found that many such materials categorize jobs as "male" or "female," use one-sex illustrations, and present sex-based norms.

Birk (1974) examined over 2,000 illustrations in popular sources of career information such as the *Occupational Handbook*, the *Encyclopedia of Careers*, and the *SRA Occupational*

Briefs. This study found that these sources pictured fewer women than men; the women that the sources did picture were shown representing service occupations, were smiling while men appeared to be seriously at work, and were almost never shown working outdoors.

When they guide students' career exploration, counselors often use interest inventories and manuals that present sex stereotyped material. Schlossberg and Goodman (1972) gave both male and female forms of the Strong Vocational Interest Blanks to 10 men and 28 women. Nine of the women scored high on the occupation of psychiatrist and ten of the women scored high in advertising, but neither occupation was available on the women's form. Seven of the men scored high on guidance counselor, six scored high on recreation leader, and five scored high on speech pathologist, yet none of these occupations were on the men's form.

There are recent changes in these patterns because of awareness created by the women's liberation movement and the Equal Rights Amendment and because of legislation in the 1972 Education Amendments, Titles II and IX, which mandates nondiscrimination on the basis of sex. A study by Flanagan (1972) found shifts in occupational choices by both eleventh grade boys and by eleventh grade girls from 1960 to 1970. He found that girls' choose less exclusively the traditional female jobs of nurse, secretary, office worker, typist, beautician, and housewife and choose more often such careers as biological scientist, lawyer, mathematician, political scientist, economist, social worker, sociologist, psychologist, artist, entertainer, and writer.

The Strong Vocational Interest Blank, which had separate male and female forms, is now the Unisex Strong-Campbell Interest Inventory, which combines all occupations in one form and eliminates sexist items and terms. It does, however, still attach male and female labels to occupational groupings, which show the sex of the norm groups and not the sex preferred for the occupation. Other interest inventories are also being revised to eliminate sex-role stereotyping. Many publishing companies are providing guidelines for authors in an effort to eliminate sex stereotyping. The media is starting to bring this issue to the public's eye, and school practices are changing to allow young men and women equal opportunities.

The Problem and Objectives

With this increase in attention to sex-role stereotyping, it is not clear what young people think or whether they have

been influenced by these changes. This study by New Educational Directions (NED), set out to discover whether or not sex is a factor that still shapes young people's occupational choices. It tried to find out if youths are aware of the environmental influences which inhibit equity and what strategies youths would offer to promote educational equity.

The objectives of the NED study were to:

1. Identify the degree to which Indiana high school juniors and seniors consider choosing occupations that are typical or atypical of the occupations that their sex has traditionally chosen.

2. Investigate and document what juniors and seniors in Indiana perceive to be the sex stereotyping influences that affect their lives.

3. Gather suggestions from juniors and seniors in Indiana for ways to counteract sex stereotyping as it influences occupational choices.

CHAPTER II

Procedures

The original project plans were to administer the Ohio Vocational Interest Survey (OVIS) as a screening device to a sample of high school students in representative school districts statewide. Pilot tests showed that OVIS was an inadequate instrument for the purposes of this study. In its place, NED decided to use a group interview procedure.

The Sample

The six Indiana high schools that agreed to cooperate in this study were located in the northern, central, and southern portions of the state and served both urban and rural populations. The project chose to interview eleventh and twelfth grade students because they would soon be faced with occupational decisions. NED staff and school personnel randomly selected participants; the sample represented varying ability levels, community types, and programs, and it included 128 juniors and seniors, of which there were 59 males and 69 females.

The Interview

In planning for the data-collecting interviews, NED developed and tested an interview guide that would focus discussion on three major concerns:

1. The extent to which sex stereotyping influenced these juniors' and seniors' occupational decisions;

2. What these students perceived to be the sex stereotyping influences that have affected them; and

3. Suggestions for counteracting sex stereotyping as it influences occupational choices (see appendix).

Three local seniors participated in a test interview, evaluated the questions, and helped determine that students should be interviewed in groups of three to five with two interviewers present.

One interviewer conducted the session while the other recorded responses, asked clarifying questions, and, at the end of the session, reviewed data collected. All interview sessions were tape recorded with the consent of the groups.

Qualitative Data Analysis

Following each interview session, the NED staff recorded the response to each question on a data sheet for each student and verified it by listening to the taped session. The synthesized data from these individual sheets is reported in the findings.

When analyzing the responses, NED listed as "traditional" all occupations that are typically entered by one or both sexes; for example, nursing (female), construction worker (male), and writer (both male and female). NED listed as "nontraditional" all occupations chosen by a student that are not typically entered by that student's sex, provided that s/he aspired to the full responsibilities of the job; for example, if a young woman planned to enter police work but wanted a desk job, her choice would be considered traditional.

CHAPTER III

Findings

The Students' Occupational Choices

Of the 129 students interviewed, 102 (80 percent) planned to enter a traditional occupation, 17 (13 percent) planned to enter nontraditional occupations and 9 (7 percent) were undecided about their choices (see Table 1). There were 69 females, of which 48 (70 percent) chose traditional and 16 (23 percent) chose nontraditional fields. Among the 59 male students, 54 (92 percent) chose traditional fields and only 1 (less than 2 percent) chose a nontraditional field. The majority of nontraditional occupations chosen were careers requiring at least a college degree.

Influences on Occupational Choice

These five factors emerged as primary influences on their career plans, whether students were directing themselves toward traditional or nontraditional careers (see Table 2):

1. *Experiences*. These include courses taken, especially in grades 11 and 12 and work experiences, in summer jobs, part-time work, and/or formal work experience programs. Course experiences were stated most often as an influential factor in choosing a career (40 percent); combined with work experience, it accounted for 44 percent of students' responses.

2. *Interests*. These include personal interests that the students think relate to the occupations they choose; for example, if they like being in the woods, they choose to be forest rangers or, if they wish to travel, they become flight attendants. Personal interests influenced 22 percent of the students.

3. *Role models*. These include parents, siblings, other relatives, and/or older friends that students choose to imitate. Role models influenced 19 percent of the students.

TABLE 1: TRADITIONAL AND NONTRADITIONAL OCCUPATIONAL CHOICES

Female choices	*Number of students n=69*
Traditional choices:[a]	
Actress/singer	1
Babysitter	1
Bank teller	1
Beautician	4
Bookkeeper/accountant	2
Commercial seamstress	1
Computer processor	2
Floral designer	2
Food service worker	1
Housekeeper	1
Interior designer	1
Medical assistant	13
Photographer	2
Psychology major	1
Salesperson	1
Secretary	6
Social worker	1
Stewardess	1
Teacher	6
TOTAL 70%	48
Nontraditional choices:[b]	
Biologist	2
Business professional	3
Horticulture/agriculture major	1
Law enforcer	4
Math major	2
Pharmacist	2
Psychiatrist	1
Theater set builder	1
TOTAL 23%	16

NOTE: Nine (7 percent) of the students were undecided about their occupational choices.

[a] Traditional choices *n*=102 *80%*

[b] Nontraditional choices *n*=17 *13%*

Male choices	*Number of students n=59*
Traditional choices:[a]	
Accountant	3
Artist	5
Auto body repairer	2
Bartender	1
Bricklayer	1
Business professional	4
Carpet layer	1
Chef	1
Construction laborer	2
Draftsperson	1
Electronics major	2
Engine repairer	1
Engineer	2
Farm/factory laborer	1
Football player	1
Foreign language	2
Forest ranger	1
Heating/air conditioning businessperson	1
Insurance salesperson	1
Lawyer	2
Music director	1
Photographer	1
Pilot	1
Plumber	1
Pre-dental/pre-medical major	2
Printer	1
Psychologist	2
Recreation director	1
Science major	2
Storekeeper	1
Television producer	1
Welder	3
Writer	2
TOTAL 92%	54
Nontraditional choices:[b]	
Nurse	1
TOTAL 2%	1

4. *Peers and/or relatives*. These include words or actions that students interpret as praise or rejection of occupations in which they express tentative interest. Peers and/or relatives influenced 9 percent of the students.

5. *Economics*. These include such considerations as the maximum earning potential of an occupation within the limits of the training one is willing to obtain. It is important here to note that economic factors frequently precluded a male student's interest in a traditionally female occupation, since the latter tend to be lower paying for any given skill level. Economic factors influenced 6 percent of the students interviewed.

The second part of Table 2 shows the three factors that influenced those students who chose nontraditional careers; however, note that only 17 students are included in this sample.

TABLE 2: FACTORS THAT INFLUENCE OCCUPATIONAL CHOICE

Factors	*Number of students*	*Percent*
Traditional and nontraditional choices:		
Experience in courses	47	40
Interests	26	22
Role models	23	19
Peers and relatives	11	9
Economics	7	6
Work experience	5	4
TOTAL	119	100
Nontraditional choices only:		
Experience in courses	10	59
Role models	4	24
Interests	3	17
TOTAL	17	100

TABLE 3: NONTRADITIONAL OCCUPATIONS THAT WERE CONSIDERED AND REJECTED
(n=35)

FEMALE CHOICES				*MALE CHOICES*	
	Number of students		*Number of students*		*Number of students*
Computer programmer	1	Lawyer	3	Cosmetologist	2
Construction worker	1	Mechanic	2	Interior decorator	1
Dentist	2	Pharmacist	1	Nurse	1
Doctor	4	Police officer	2	Physical therapist	1
Electronic engineer	1	Psychiatrist	1	Receptionist	1
Factory worker	2	Racer	1		
Forest ranger	1	Truck driver	2		
Jockey	1	Veterinarian	2		
		Welder	2		
TOTAL	*83%* 29			TOTAL	*12%* 6

TABLE 4: REASONS GIVEN FOR REJECTING NONTRADITIONAL OCCUPATIONS

Reason (n=41)	*Number of males*	*Number of females*	*Total*
Preferred chosen field over this one	2	7	9
The nontraditional occupation requires too much work	0	7	7
Parental influence	2	5	7
Not compatible with the role wife and mother	0	2	2
Teacher influence (in related subject area)	1	1	2
Too embarrassed to pursue the occupation	1	0	1
Did not have enough information regarding the field	3	3	6
	9	25	34

NOTE: Five students had not totally rejected this choice; two had considered and rejected the nontraditional occupation when very young; some gave more than one reason, others gave none.

Rejection of Nontraditional Occupations

Of those 102 students who chose a traditional occupation, 35 (34 percent) said they had considered a nontraditional occupation at one time and rejected it (see Table 3). There were 29 females (83 percent) and 6 males (17 percent) in this group.

The 41 reasons 35 students gave for rejecting a considered nontraditional vocation are summarized in Table 4; note that the sample size is small and the responses too widespread for close analysis.

Many of the students said that it is more acceptable for females than males to choose a nontraditional career because males feel that they need to preserve their masculinity and because traditional female occupations typically pay less than male occupations. Many students said they considered taking a nontraditional course in junior or senior high school, but decided against enrolling because they did not want to be the only male or female in the class, they did not have enough time in their schedules, and/or they were discouraged by their parents or school personnel.

Sex Stereotyping Influences

The major influences that the interviewed students perceived as contributing to the development and maintenance of stereotypical thinking about sex roles were:

1. *Tradition*. This was expressed through such statements as, "That's the way its always been."
2. *Differing expectations*. Students said that parents, peers, and society expect different things from males and females. For example, boys are rough, tough, and don't cry; while girls are sweet, gentle, and cry. These expectations are reinforced in their daily lives through toys, games, books, and television.
3. *School-related experiences*. These include teacher attitudes and the courses that are available primarily on the basis of sex.
4. *Role models*. These include models established by parents, home training, and the general environment. The models to whom students are regularly exposed at school include female elementary teachers, male principals, female school crossing guards, and male school custodians, of which all reinforce sex-role stereotyping for students during their formative years.

Throughout the interviews, students repeatedly said "things are changing" relative to sex-role stereotyping in their everyday lives. They point to the women's rights movement and the controversy concerning the Equal Rights Amendment as major forces in creating awareness.

When asked to identify the age at which sex stereotyping has its greatest influences, 96 students responded; 34 percent said that the greatest influence is between birth and age five, 33 percent said it occurs in grade school, 13 percent said it is greatest in junior high, and 18 percent said high school. The remaining 2 percent said it is a lifelong process.

Strategies for Counteracting Sex Stereotyping

During each interview session, NED interviewers gathered student suggestions for facilitating the process of attaining sex equity. Many students explained that the process of establishing sex equity will take time and must be started at a very young age. In order to accomplish this goal, students thought that parents' and employers' attitudes must be changed and the media's promotion of sex stereotyping must be halted. Students' suggestions most frequently included the following strategies:

1. Students of both sexes should be given information about both traditional and nontraditional occupations by means of films, brochures, and counselor contacts.
2. Students should be exposed to nontraditional role models in school by such means as films, fieldtrips, guest speakers, and counselor-scheduled interviews.
3. Those students who are considering nontraditional occupations should be supported and encouraged by their teachers and counselors.
4. All classes at all grade levels should be open to both sexes.
5. In the classroom, teacher expectations and treatment of students should be the same for both sexes.
6. Sex stereotypical attitudes of administrators, counselors, and teachers must be changed by means of awareness and training activities.
7. Course materials and career information need to be revised so that these do not promote sex stereotyping.
8. Classroom climate and course names should be revised to assure that they do not encourage sex stereotyping.

CHAPTER IV

Conclusions and Recommendations

Conclusions

On the basis of this project's findings, NED concludes that the students in this sample possess an awareness and understanding of those environmental influences which promote sex stereotyping. However, in most cases this awareness is not reflected in the occupations presently chosen by the majority of these students. The following conclusions are made about the students who have chosen to enter nontraditional occupations:

1. More females than males are choosing nontraditional occupations.
2. The large majority of nontraditional choices require at least a four-year college degree.
3. The most influential factor resulting in a nontraditional occupational choice is the student's experience in his/her classes.

Recommendations

The study supports the need to initiate changes that will bring about educational equity for male and female students. Those who were interviewed made some suggestions for change. With the study's data and these student suggestions in mind, NED makes the following recommendations to school administrators, teachers, and counselors.

Career Guidance

1. *INFORMATION.* Give nonbiased information about all occupations to students of both sexes.

   Some new nonbiased promotional and career guidance materials are available. Vocational guidance materials should outline the abilities required for specific jobs and should not limit jobs to one sex.

2. *RECRUITMENT.* Recruit students to courses that are nontraditional to their sex.

   All classes at all grade levels should be open to both sexes.

3. *ENCOURAGEMENT.* Support students who choose to enter nontraditional vocational programs or occupations.

   In their personal contacts with students, counselors, teachers, and administrators can easily discourage or encourage such decisions.

Inservice Training

4. *AWARENESS.* Train counselors, teachers, and administrators to identify attitudes and practices that nurture sex bias.

5. *TECHNIQUES.* Train them to use effective strategies that promote educational sex equity.

Classroom Practices and Materials

6. *COURSE OFFERINGS.* Provide classes in which students experience work that is nontraditional to their sex.

   This is especially important in view of this study's finding that class experiences have the greatest influence on students' occupational choices.

7. *COURSE TITLES.* Ensure that course titles promote sex equity.

   Change titles that have been traditionally linked with one sex.

8. *CLASSROOM MATERIALS.* Replace materials that promote sex bias.

   It is important that school personnel learn to identify these materials. If budgets do not allow them to be replaced, teachers should openly discuss with students the influence their materials have on them.

[*EDITOR'S NOTE:* To help vocational educators and counselors implement these recommendations, an annotated guide to sex equity resources follows this report (p. 19). Whenever possible, the guide includes sources from which materials are available.]

APPENDIX

INTERVIEW GUIDE

The following is a list of questions that interviewer's asked students. Questions 5 and 6 were later deleted in the interviews because they did not yield useable information.

1. Give name and occupational choice.

2. Give reasons for above choice.

3. Give ideas and examples from your personal experiences of where and how sex stereotyping is or has been nurtured.

4. At what age did sex stereotyping have the greatest influence on you?

[5. Do you see these experiences influencing your career goals?]

[6. When did you first notice that you had a choice?]

7. Did you ever consider a nontraditional occupation? What? Why did you reject this career?

8. Many students who have the ability and desire to go into a nontraditional occupation reject this choice because of the influences of sex stereotyping. Can you offer any suggestions which would help students feel more comfortable in choosing nontradtional occupations?

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Sex Equity Resources for Vocational Educators and Counselors

by

JoAnn Brooks

ACKNOWLEDGEMENTS

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INTRODUCTION

Rationale

The preceding report suggests ways to improve sex equity in career choices and recommends that educators be made aware of sex biases, that school personnel receive inservice training on sex equity, and that nonbiased materials be used in the classroom. It was apparent to the editors of this report that Indiana educators who would give serious consideration to these recommendations would need further information. They designed this bibliography to help those educators find materials with which to implement sex fair practices in the schools.

How this bibliography was compiled

A search for materials on sex bias and sex equity produced over 300 citations from three on-line data bases, ERIC, AIM/ARM, and GPO Monthly Catalog. A subject search of the Indiana University Libraries' card catalog produced an additional list of materials. On the basis of annotations, reviews, and publication dates, the citations that appeared to be most recent, relevant, and useful were selected for inclusion in the bibliography. In order to broaden the coverage of classroom and inservice materials, a further search was made in printed bibliographies of curriculum materials. Finally, individuals in the field reviewed the first draft of the bibliography, added citations, and made suggestions.

How this bibliography is arranged

The bibliography is divided into six major categories; each entry appears under the category which seems most appropriate, although many items could have been placed in several categories. Each category and subcategory is organized alphabetically by titles. Complete author and title indexes are provided for the convenience of users.

Most entries have three parts: the bibliographic citation, an availability statement, and an annotation. Each bibliographic citation includes the title; author, in the case of

authored documents; the type of media, when audiovisual materials are cited; the place of publication; the publisher; the date; and the number of pages, when applicable. Citations to journal articles include the name of the journal, the date, the volume and issue numbers, and the appropriate page numbers.

Each entry includes a availability statement unless it is from a journal or available only through the ERIC (Educational Resources Information Center) system. The availability statement includes the name and address of the distribution source and the price whenever possible. Most prices have been taken from printed sources and have not been verified; it is possible that they are no longer valid.

The items taken from ERIC do have their ED numbers listed; they can be borrowed on microfiche through any library which has a collection of ERIC fiche, or they can be ordered prepaid through the ERIC Document Reproduction Service (EDRS), P.O. Box 190, Arlington, VA 22210. (703)841-1212. Copies can be ordered in either hard copy or microfiche. Price is dependent on the form ordered and the number of pages to be copied. Up to 480 original pages (1 to 5 fiche) can be copied on microfiche for 83¢ plus 15¢ postage. The cost for hard copy is $1.67 for 1 to 25 pages, $2.06 for 26 to 50 pages, $3.50 for 51 to 75 pages, $4.67 for 76 to 100 pages, $1.34 for each additional 25 pages plus 4th class postage. Postage rates are: 48¢ for 1 to 75 pages, 66¢ for 76 to 150 pages, 84¢ for 151 to 225 pages, $1.02 for 226 to 300 pages, and $1.20 for 301 to 375 pages.

Most annotations were taken from such sources as data bases, reviews, and publications lists. They give a brief overview of the entries' content and scope.

KEY

to Indiana Sources for Materials

Indiana has funded four centers which provide a network of resources for the state's vocational educators. Each center specializes in gathering materials in career education, vocational education curriculum, or research and development.

Many of the resources listed in the following bibliography are available for loan to Indiana educators from one of these centers. In most cases, they ask borrowers to pay only the return postage. If there are resources in the bibliography which you think should be available, please make your requests known

to one of the centers. A city code in the margin next to each citation in the bibliography tells Indiana users where they may borrow which materials. An explanation of the centers and their codes follows:

Vocational Education Information Services
BL = Indiana University Library, W501
BLOOMINGTON, IN 47405 (812)337-7751/6711

°°°Offers reference, literature searches, and documents; collects material related to vocational education research, development, and SBVTE-funded projects. Publishes and disseminates an information series of reports. Loans documents free for two weeks; materials available for use at the center.

Careers Resource Project
EV = 3501 First Avenue
EVANSVILLE, IN 47710 (812)464-2587

°°°Funded to serve educators in southern Indiana with career education and guidance materials. Loans resources for one week. Printed catalog available; materials available for use at the center.

Indiana Career Resource Center (ICRC)
SB = 1201-09 S. Greenlawn Avenue
SOUTH BEND, IN 46615 (219)289-2851

°°°Funded to serve central and northern Indiana educators with career education and guidance materials. Offers to educators in the entire state inservice programs, curriculum development consultation, preservice workshops, and community outreach. Loans resources for one week. Printed catalog available; materials available for use at the center.

Indiana Curriculum Materials Center (ICMC)
TH = Indiana State University TAW 200
TERRE HAUTE, IN 47809 (812)232-6311 ext. 5884/5885

°°°Collects and prints vocational education curriculum materials; offers inservice programs, consultation, and a national curriculum search service. Loans resources; sells Indiana curriculum materials. Printed catalog available of materials for loan and for sale; materials available for use at center.

A. Sex Bias in Education and Work

A1. Bibliographies

Sex-Discrimination in Guidance and Counseling. Annotations. Vol. 2. Michele Harway, et al. Los Angeles: Higher Education Research Institute, Inc., 1976, 177p. (ED 132 500) °°°This unindexed extensively annotated bibliography contains 167 references arranged by author. Includes books, journal articles, dissertations, and experimental studies with detailed reporting of results. BL

The Sexual Barrier: Legal, Medical, Economic, and Social Aspects of Sex Discrimination. Marija Matich Hughes. Rev. and enl. ed. Washington: Hughes Press, 1977, 843p. Avail. from: Hughes Press, 500 23rd St. NW, Box B203, Washington, DC 20037. $40. °°°This massive bibliography has over 8,000 citations arranged into 17 categories with subheadings. Probably the most comprehensive bibliography on sex discrimination to date. BL

Vocational Behavior and Career Development, 1975: A Review. Samuel H. Osipow. Journal of Vocational Behavior, Oct. 1976, 9(2): 129-142. °°°A review of selected literature about career development and vocational behavior during 1975. Topics include sex roles and career development, women's careers, recent trends in interest measurement, trends in vocational theory, life span aspects of career development, vocational interventions, and racial differences and similarities in career development. BL SB

A2. Selected Resources

Career Development--How Early? Beverly J. Parks. Elementary School Journal, May 1976, 76(8): 468-474. °°°Describes an experiment which examined the effects of exposing elementary school students to a career-oriented curriculum and the effects of the curriculum on students' career awareness, sex bias, and choices of occupation. BL SB

Career Development of Women. Anna M. Gorman and Louise Vetter, eds. Columbus, OH: Center for Vocational Education, 1975, 55p. (ED 117 395) °°°Includes 5 major papers: Federal legislation: Impact on women's careers, Mary Allen Jolley; Management factors affecting women's career development: The myth of shared roles, Francille M. Firebaugh; Stereotyping of career development opportunities: High school students, Louis Vetter; Stereotyping of career development BL SB

opportunities: Professional women, Mary Bach Keivit; and Second sex syndrome: Culturally ascribed roles, Carol A. Fought. Includes a bibliography on women's career development.

BL *An Equal Chance: A Parent's Introduction to Sex Fairness in Vocational Education.* Martha Matthews and Shirley McCune. Washington: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1978, 23p. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Stock no. 017-080-01863-2. $1.10. °°°Presents a brief overview of women in the work force and suggests to parents why and how their children should be encouraged in nontraditional vocational education programs.

Federal Education Project Newsletter. Washington: Lawyers' Committee for Civil Rights Under Law. Avail. from: Federal Education Project, Lawyers' Comm. for Civil Rights Under Law, 733 15th St. NW, Washington, DC 20005. Free. °°°Monthly newsletter of a project working to end sex and race bias in federal programs supporting vocational education. Offers up-to-date information on federal legislation, advice for local groups fighting discrimination in these programs, and news of what federal agencies, parents, and community groups are doing.

BL SB *A Guide to Federal Laws and Regulations Prohibiting Sex Discrimination.* Washington: U.S. Commission on Civil Rights Clearinghouse, 1976, 189p. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Stock no. 005-000-00140-4. $2.65. °°°Describes federal laws prohibiting sex discrimination in employment, training, education, credit, housing, etc. Includes information on each law's coverage, complaint process, and enforcement and sanctions tied to the law. There is a chapter on federal advisory and informational programs related to sex discrimination.

SB *Science Career Exploration for Women.* Walter S. Smith and Kala M. Stroup. Washington: National Science Teachers Association, 1978, 77p. Avail. from: National Science Teachers Association, 1742 Connecticut Ave. NW, Washington, DC 20009. $3 prepaid. °°°How educators can really help young women plan their lives. Particular focus on science and other professional careers.

BL *Sex Bias: Education Legislation and Regulations.* Grace L. Mastalli. Washington: National Advisory Council on Women's Educational Programs, 1977, 28p. (ED 153 332) °°°Reviews 7 major education legislation programs including the Women's Educational Equity Act and the Career Education Incentive Act. Introduction suggests ways to change the acts so as to further educational equity.

Sex Discrimination, and the Division of Labor. Cynthia B. Lloyd. New York: Columbia Univ. Press, 1975, 431p. Avail. from: Columbia Univ. Press, 562 W. 113 St., New York, NY 10025. $20 cloth, $7 paper. °°°A collection of articles which deal with the economic role of women in both the labor force and the home. BL

Sex Equality in Vocational Education: A Chance for Educators to Expand Opportunities for Students. Mary L. O'Neil and Barbara G. Schonborn. San Francisco: Women's Educational Equity Communications Network, 1978, 33p. Avail. from: Women's Educational Equity Communications Network, Far West Lab. for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103. $2.50. °°°Discusses the problems of sex bias in vocational education, the legislative changes mandated since 1963, and the educational changes needed. Also provides an extensive resource list. BL

Sex Fairness in Career Education. Information Series No. 109. Marla Peterson and Louise Vetter. Columbus, OH: ERIC Clearinghouse on Career Education, 1977, 43p. (ED 149 179) Avail. from: National Center for Research in Vocational Education Publications, The Ohio State Univ., 1960 Kenny Rd., Columbus, OH 43210. No. IN109. $3.25. °°°Discusses issues relating to sex fairness in career education; includes the basis of concern for sex fairness in career education, the current status of women in employment, leadership positions in the career education work force, and ways to make career education sex fair. Analyzes characteristics of the literature related to sex fairness in career education. BL

Sex Fairness in Vocational Education. Information Series No. 120. John Phillip Schenck. Columbus, OH: ERIC Clearinghouse on Career Education, 1977, 54p. (ED 149 189) Avail. from: National Center for Research in Vocational Education Publications, The Ohio State Univ., 1960 Kenny Rd., Columbus, OH 43210. No. IN120. $3.80. °°°State-of-the-art paper that gives a review and analysis of programs and strategies which help program planners and curriculum developers eliminate sex bias in vocational education. BL

Sexual Complementarity in the Social Structure of Schools. Marion Lundy Dobbert. Council on Anthropology and Education Quarterly, Aug. 1975, 6(3): 9-13. °°°Addresses the question, how does the structure of elementary and secondary schools direct women into jobs traditionally held by females? BL

Stalled at the Start; Government Action on Sex Bias in the Schools. Washington: Project on Equal Education Rights, 1978, 79p. Avail. from: PEER, 1029 Vermont Ave. NW, Suite BL

800, Washington, DC 20004. $1. °°°Results of PEER's study of the first 4 years of HEW's enforcement efforts under Title IX.

BL SB *Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work.* Daryll J. Bern and Sandra L. Bern. Harrisburg, PA: Pennsylvania Dept. of Education, 1973, 25p. Avail. from: Pennsylvania Dept. of Education, Division of Pupil Personnel Services, Box 911, Harrisburg, PA 17126. Free. °°°Socialization practices and current realities for women and work.

BL *The Unfinished Assignment: Equal Education for Women.* Patricia L. McGrath. Washington: Workwatch Institute, 1976, 47p. Avail. from: Worldwatch Institute, 1776 Massachusetts Ave. NW, Washington, DC 20036. $2.50. °°° Traces the development of new educational opportunities for women around the world and documents women's levels of education in many countries.

BL *Unlearning the Lie: Sexism in School.* Barbara Grizzuti Harrison. New York: Morrow, 1974, 176p. Avail. from: Wm. Morrow & Co., 105 Madison Ave., New York, NY 10016. $2.95. °°°Documents the activities of a sex-roles committee formed by a local PTA to help change the sex stereotyping occurring in the classroom.

BL *Vocational Preparation for Women: A Critical Analysis.* JoAnn M. Steiger. Washington: Project on Equal Education Rights, 1974, 24p. Avail. from: PEER, 1029 Vermont Ave. NW, Washington, DC 20005. Single copies free. °°°Documents the fact that women are taking an increasing role in the workforce and discusses biases in current vocational education which leave women largely unprepared for well-paying jobs.

BL TH *The Vocational Preparation of Women: Report and Recommendations of the Secretary's Advisory Committee on the Rights and Responsibilities of Women.* Sara Cooper and JoAnn M. Steiger. Washington: Dept. of Health, Education and Welfare, 1975, 76p. (ED 120 402) Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. $1.55. °°°This report gives Education Subcommittee findings on the impact of federal vocational education legislation and HEW policies on women. Appended materials list HEW and state research and development projects dealing with careers and vocational education for women.

BL *Why Not a Woman.* Janice B. Sedaka. American Education, Dec. 1975, 11(10): 11-15. °°°Describes the Women in New Careers project, which developed and tested a model career development program for women enrolled in CETA skills centers. It was aimed especially at economically disadvantaged minority

women. Describes training and employment in nontraditional fields and materials for recruitment, orientation, self-concept enhancement, and support counseling.

Women and the Workplace: The Implications of Occupational Segregation. Martha Blaxall and Barbara Reagos, eds. Chicago: Univ. of Chicago Press, 1976, 326p. Avail. from: Univ. of Chicago Press, 11030 S. Langley Ave., Chicago, IL 60628. $12.50 cloth, $3.95 paper. °°°Papers presented at a 1975 conference examine the economic, sociological, and psychological aspects of such segregation, forces which have promoted it, and policy changes that might be used to reduce it.

Women and Work. R & D Monograph 46. Patricia C. Sexton. Washington: U.S. Dept. of Labor, 1977, 71p. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Stock no. 029-000-00285-1. $2.20. °°°Presents data on male-female earnings gap, women's labor market experience, research on women's employment problems, upgrading women's employment, manpower programs and women, government and women workers, and implications for future programs. One chapter reviews major recruitment, training, and placement projects. Several chapters have implications for preparing women workers, counseling procedures, and adult programs. BL SB

A3. Research on Sex Bias in the Schools

Age and Sex Differences in the Vocational Aspirations of Elementary School Children. Lynn Stewart Hewitt. Journal of Psychology, Aug. 1975, 96(part 2): 173-178. °°°Studied the vocational aspirations of 128 six- and eight-year-old Dutch boys and girls. The results suggest that sex role expectations for adult occupations are acquired very early and strongly circumscribe the range of vocations perceived as appropriate for females. BL

Are Your Sex Stereotypes Showing? Andrew T. Nappi and Rose K. Reha. Elementary School Journal, Nov. 1975, 76(2): 70-74. °°°Sex biases are present among elementary school pupils, according to results from a questionnaire designed to elicit sex-stereotyped job-role images of 197 elementary school students. BL

Effect of Sex-Linked Vocational Information on Reported Occupational Choices of High School Juniors. Robin Elaine Hurwitz and Mary Alice White. Psychology of Women Quarterly, Win. 1977, 2(2): 149-156. °°°Information about new occupational opportunities for women was read by 144 high school juniors, while 106 other juniors read information about opportunities BL

in general. All students subsequently selected occupations. Differences were found in the status of occupations chosen for boy versus girl profiles.

BL *Interest in and Stereotyping of the Secretarial Position for Males.* Hilda F. Alfred and Hope T. Hurd. Vocational Guidance Quarterly, Mar. 1978, 26(3): 255-259. °°°High school students from various types of schools neither stereotyped nor chose to stereotype the secretarial position. Interested males should be encouraged to become secretaries.

BL *Minimizing Occupational Stereotypes.* Harry Vincenzi. Vocational Guidance Quarterly, Mar. 1977, 25(3): 265-268. °°°This investigation of the effect of exposing sixth-grade children to people working in occupations that have not traditionally been performed by their sex indicates that attitudinal changes can occur when children are made aware of occupational stereotypes.

BL *Occupational Level and Holland's Theory for Employed Men and Women.* Arnold R. Spokane and W. Bruce Walsh. Journal of Vocational Behavior, Apr. 1978, 12(2): 145-153. °°°Investigated occupational level differences among 84 men and women employed in Enterprising environments using the Vocational Preference Inventory (VPI) and the Self Directed Search (SDS). Findings showed high occupational level workers tend to be more differentiated and more masculine than low occupational level workers.

BL *Occupational Roles Are Sex-Typed by Six- to Ten-year-old Children.* Ruth F. Scheresky. Psychology in the Schools, Apr. 1977, 14(2): 220-224. °°°Explored differences in elementary school children's acceptance of occupational roles traditionally sex-typed by society. The degree of sex typing was high among all 270 subjects at all age levels tested.

BL *Occupational Stereotyping. The Mandate-Condition-Need.* S. Theodore Woal. May 1976, 13p. (ED 130 015) °°°This report reviews studies done on sex-role stereotyping in the schools; it suggests that occupational information and career awareness given to young people in schools is biased; it reports that sex-role stereotyping of occupations starts at an early age; and concludes that there is a crucial need to broaden the occupational knowledge of both teachers and students.

BL *Sex Bias in the Schools: The Research Evidence.* Andrew Fishel and Janice Potther, eds. Rutherford, NJ: Fairleigh Dickinson Univ. Press, 1977, 571p. Avail. from: Fairleigh Dickinson Univ. Press., P.O. Box 421, Cranbury, NJ 08512.

$27.50. °°°This collection of articles documents the blatant or unconscious sexism in primary, secondary, and higher education which discourages the intellectual, social, and vocational fulfillment of female students and teachers.

Sex-Role Attitudes and the Career Choices of Male and Female Graduate Students. Debbie Valentine, et al. Vocational Guidance Quarterly, Sept. 1975, 24(1): 48-53. °°°Tests and finds some support for two hypotheses: (1) women choosing traditionally feminine occupations are more conservative concerning feminine roles than are women selecting traditionally masculine occupations and (2) men entering traditionally masculine occupations are more conservative in sex-role attitudes than are men entering traditionally feminine occupations. BL

Social Class and Sex-Stereotyping of Occupations. Stan L. Albrecht. Journal of Vocational Behavior, Dec. 1976, 9(3): 321-327. °°°Ascertains the degree to which occupational sex stereotyping is differentially found at different social class levels. Finds that education is strongly correlated with sex stereotyping of 15 different occupations, but income level is significantly related to such stereotyping in only 2 of the 15 cases. BL

Undoing Sex Stereotypes: Research and Resources for Educators. Marcia Guttentag, et al. Washington: Capitol Publ., 1977, 342p. Avail. from: Capitol Publications, Suite G-12, 2430 Pennsylvania Ave. NW, Washington, DC 20037. $5.95. °°°Contains an overview of the literature on sex-role differences, a description of three pilot intervention programs, and nonsexist curriculum for early childhood, the middle grades, and junior high school. BL SB

Vocational Education and Women. Pamela Ann Roby. Paper commissioned by COVERD, May 1975, 61p. (VT 103 359) °°°Finds that despite the increased sums spent on vocational education in the last decade and national legislation affirming women's equal rights, women continue to be underrepresented in vocational education administration and in all vocational programs except home economics, nursing, and business. Reports that only a small percentage of research is currently being devoted to developing means of increasing vocational education's benefit to women; reviews related research; and offers suggestions for research and development projects. BL

Vocational Role Choice in Second- and Sixth-Grade Children. Gary Kriedberg, et al. Sex Roles, Apr. 1978, 4(2): 175-181. °°°Interviewed male and female second- and sixth-graders. Found that, although goals associated with the women's liberation movement are not demonstrated clearly in the BL

vocational aspirations or expectations of young children, they may be reflected in the aspirations of sixth grade females.

A4. Research on Sex Bias in Counseling

The Cinderella Effect: Planning Avoidance in Girls. Donald H. Blocher and Rita S. Rapoza. Counseling and Values, Oct. 1976, 21(1): 12-18. °°°This study of 1,577 high school students in a large midwestern city explores differences between career planning for boys and girls. It shows the need to help girls plan clearly and consciously for a future in which education, work, and family responsibilities interact for their self-actualization.

BL *Does Counselor Response to Occupational Choice Indicate Sex Stereotyping?* Gary Price, et al. Paper presented at the Annual Meeting of the American Personnel and Guidance Association, 1977, 13p. (ED 136 182) °°°This research found no overt sex stereotyping in female and male counselors' perceptions of the appropriateness of occupational choices made by female and male students. There were significant differences between the female and male counselors, female and male occupational stereotypes, high and low status occupations, and high and low interests. It was determined that counselors view the interest level of the student as the most important variable in rating the appropriateness of the occupational choice.

Does Counselor Response to Occupational Choice Indicate Sex Stereotyping? Sherry B. Borgers, et al. Journal of the NAWDAC, Feb. 1977, 41(1): 17-20. °°°This study found that high school counselors did not exhibit vocational female/male sex-role stereotyping of high school students in traditional occupational fields.

BL *Females and Social Occupations: Forced or Free Choice.* Gertrude Berger. School Counselor, Mar. 1978, 25(4): 250-253. °°°This article suggests that many females select social occupations as a means of asylum from anxiety, which is caused by competing in male-dominated fields. The attempt to reconcile societal expectations of women as marriage partners with high achievement motivation denies her the full realization of her intellectual capabilities.

BL *Fostering Career Awareness in Tenth-Grade Girls.* Al Herman and Penny Robinson Woodcock. School Counselor, Mar. 1978, 25(4): 254-263. °°°Describes a career development program that effected significant improvement in overall career awareness and in factual knowledge of the occupational

status of women today, but did not effect significant changes in level of maturity of career choice attitudes, in self-appraisals competency, and in attitudes toward the rights and roles of women.

Sex Differences in the Career Decision-Making Process. Lila Norris, et al. Princeton, NJ: Educational Testing Service, 1978, 182p. Avail. from: College Boards Publication Order Department, Box 2815, Princeton, NJ 08541. Free. °°°Analyzed career decision-making (CDM) behaviors of college students to see how variations in the CDM process are associated with age, sex, and sex-typed values. A major conclusion was that similarities between age and sex groups in the CDM process outweigh differences and justify sex-blind guidance. BL

Sex Discrimination in Guidance and Counseling. Report. Vol. 1. Michele Harway, et al. Los Angeles: Higher Education Research Inst., 1976, 325p. (ED 132 499) °°°Reviews sex discrimination in vocational guidance and counseling at the secondary and postsecondary levels. The discussion is based on an extensive literature review, a re-analysis of existing data, and exploratory studies in the Los Angeles high schools. BL

Sex Typing in Girl's Career Choices: A Challenge to Counselors. Sandra R. Harris. Vocational Guidance Quarterly, Dec. 1974, 23(2): 128-133. °°°Study of the effectiveness of group counseling which is designed to increase the number of tentative career choices made by sixth-grade girls and to decrease the percentage of sex-typed choices. BL

A Study of the Factors Influencing the Participation of Women in Non-Traditional Occupations in Postsecondary Area Vocational Training Schools. Vol. 1. Roslyn D. Kane, et al. Arlington, VA: Rj Associates, Inc., 1976, 189p. (ED 132 429) °°°Discusses the characteristics of women who choose nontraditional training programs, their problems, and counseling programs, and compares women in nontraditional, traditional, and mixed programs. BL

A5. Research on Sex Bias in Educational Materials

Career Guidance Materials: Implications for Women's Career Development. Research and Development Series No. 97. Louise Vetter, et al. Columbus, OH: Center for Vocational Education, 1974, 90p. (ED 106 542) Avail. from: National Center for Research in Vocational Education Publications, The Ohio State Univ., 1960 Kenny Rd., Columbus, OH 43210. $6. °°°Reports that sex-role stereotyping was found in almost all post-1970 high school level career guidance materials studied. Random samples taken from commercial and BL

noncommercial lists, indicated that: 74% of illustrations of people of one sex were men; 74% of proper names used were male; 33% of men and 4% of women were pictured outdoors; 36% of the materials differentiated between male and female career patterns and 14% on pay scale; and 30% mentioned working mothers. Recommendations include: (1) honest discussions of occupational skills and life styles, (2) the use of the third person plural form of pronoun wherever possible, and (3) awareness of special statements on the subject.

BL *Dick and Jane as Victims: Sex Stereotyping in Children's Readers: an Analysis.* Princeton, NJ: Women on Words and Images, 1972, 78p. Avail. from: Women on Words and Images, Box 2163, Princeton, NJ 08540. $1.50. °°°Presents the findings of a group of 25 women who made a year-long study of 134 children's readers that were in use in the Princeton, NJ area.

BL *Girls are Females, Boys are Males: A Content Analysis of Career Materials.* Dale L. Gilsdorf and Lous T. Heshusius-Gilsdorf. Personnel and Guidance Journal, Dec. 1975, 54(4): 207-211. °°°This study examined 2 career orientation textbooks to determine the level of sexism in them, as measured by the *Double Standard of Mental Health.* The findings indicate tokenism in representing males and females equally in careers.

B. Strategies to Achieve Sex Equity

B1. Bibliographies

BL SB TH *Resource Update: 1979; Sex Equity in Vocational Education.* Faith L. Justice, comp. Columbus, OH: National Center for Research in Vocational Education, 1979. Avail. from: Program Information Office, National Center for Research in Vocational Education, The Ohio State Univ., 1960 Kenny Rd., Columbus, OH 43210. Free. °°°This fold-out resource list includes annotated items selected for their usefulness to educators, counselors, and administrators. It includes state and local projects, curriculum, guidance, inservice, and recruitment materials, nonprint media, and referrals and references.

BL *Resources in Women's Educational Equity.* San Francisco: Women's Educational Equity Communications Network, 1977, 2 vols. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Vol. 1, stock no. 017-080-01820-9.

$5. Vol. 2, stock no. 017-080-01947-7. $7.25. °°°Volume 1 contains citations to materials on women's educational equity taken from 9 data bases in 1976. Volume 2 contains citations from 14 data bases in 1977, including 1 on nonprint materials. Both have separate sections for citations from each data base, but combined author, institution, and subject indexes.

B2. Guidelines for Change

Complying with Title IX: Implementing Institutional Self-Evaluation. Shirley McCune and Martha Matthews. Washington: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1976, 141p. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Stock no. 017-080-01672-9. $2.10. °°°Discusses the implications of Title IX, provides self-evaluation outlines and action checklists for specific educational programs, including vocational education and counseling, and gives guidelines for institutional evaluation. BL

A Consumer's Guide to Sex, Race, and Career Bias in Public School Textbooks. Gwyneth E. Britton. Corvallis, OR: Britton and Associates, 1977, 229p. Avail. from: Britton and Associates, Instructional Materials Analysis Services, 1054 NW Fillmore, Corvallis, OR 97330. $30. °°°Reviews research on sex biased materials and provides an evaluation list as a tool to document the existence or absence of bias in curricular materials. 49 textbook series are evaluated in detail using the evaluation kit. BL

Eliminating Sex Discrimination in Schools: A Source Book. Raleigh, NC: Dept. of Public Instruction, Research and Information Center, 1975, 150p. Avail. from: Dept. of Public Instruction, Research and Information Center, Raleigh, NC 27611. °°°Sections on the importance of nonsexist language, sex bias in instructional materials, and sex bias in high school guidance and counseling. BL

EPIE Career Education SET. Volume 1: How to Select and Evaluate Instructional Materials. *(Selection and Evaluation Tools).* New York: Educational Products Information Exchange Inst., 1975, 110p. Avail. from: EPIE Institute, 463 West St., New York, NY 10014. $10. °°°Provides schools with information needed for the evaluation and successful selection of instructional materials. Includes (1) a device by which teachers and administrators can pinpoint their schools' position on career education, (2) procedures for materials selection, (3) evidence of race and sex bias found in career education materials, (4) checklists for identify-

ing bias in any materials, (5) methods for counteracting bias found in materials being used, and (6) how to assess producers' evaluation activities.

Guidelines for Creating Positive Sexual and Racial Images in Educational Materials. Nancy Roberts. New York: MacMillan and Co., 1975, 96p. Avail. from: MacMillan and Co., 866 Third Ave., New York, NY 10022. °°°Specific guidelines for teachers' materials and texts in a variety of content areas.

BL *Guidelines for Eliminating and Preventing Sex Discrimination.* Task Force to Study Sexism in the Schools, Michigan State Board of Education. Lansing, MI: Dept. of Education, 1976, 24p. Avail. from: Dept. of Education, Office of School and Community Affairs, Box 30008, Lansing, MI 48909. Free. °°°Lists itemized guidelines for 5 areas: (1) all levels of education agencies and their governing boards; (2) all levels of teachers and support staff; (3) elementary and secondary programs, activities, and curricula; (4) postsecondary programs, activities, and curricula; and (5) administrative procedures for the Dept. of Education.

BL *Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications.* New York: McGraw-Hill Book Co., 1974, 11p. (ED 098 574) °°°Intended primarily for use in writing and editing teaching materials, reference works, and general nonfiction, these guidelines were compiled to alert authors and editors to the problem of discrimination and to various solutions.

BL *Guidelines for Sex-Fair Vocational Education Materials.* Princeton, NJ: Women on Words and Images, 1978, 57p. (ED 153 015) °°°Presents guidelines for evaluating materials based on the following criteria: a 50-50 balance of males and females in materials, sex-neutral or sex-fair language, specific mention of issues involved in nontraditional career choices for males and females, and sex-fair occupational descriptions that accurately reflect performance requirements. Identifies issues, gives examples of sex-biased and sex-fair usage, and gives guidelines for sex-fair usage. Includes (1) a checklist for evaluating the sex bias of vocational education material and (2) guidelines for the creative use of biased materials in a non-biased way.

BL *Human and Anti-Human Values in Children's Books: A Content Rating Instrument for Educators and Concerned Parents.* Racism and Sexism Resource Center for Educators. New York: Council on Interracial Books for Children, 1976, 280p. Avail. from: CIBC Racism and Sexism Resource Center for Educators, 1841 Broadway, New York NY 10023. $14.95 cloth, $7.95 paper. °°°Gives a checklist for assessing children's books and cri-

tically reviews 235 books; gives completed values checklist for each.

Self-Study Guide to Sexism in Schools. Pennsylvanians for Women's Rights, Education Committee. Harrisburg, PA: Dept. of Education, 1977, 64p. °°°Includes guidelines on how to evaluate the curriculum, instructional materials, staffing, counseling, admissions, etc. in schools for sex biased content and procedures BL

Sex Equality in Educational Materials. Arlington, VA: American Association of School Administrators, 1975, 18p. Avail. from: AASA, 1801 N. Moore St., Arlington, VA 22209. $2.50. °°°Assessment techniques and guidelines for sex-fair language and usage. BL

Sex Equality in School. Arlington, VA: American Association of School Administrators, 1975, 25p. Avail. from: AASA, 1801 N. Moore St., Arlington, VA 22209. $2.50. °°°Presents 5 categories of practices that limit as well as increase a student's options. Categories: (1) classrooms, (2) students' personal lives, (3) academic and vocational study, (4) extracurricular activities, and (5) physical education and athletics. BL

B3. Strategies for Educators and Parents

Attempts to Overcome Sex Stereotyping in Vocational Education. Lynne Warfield and Morgan W. Lewis. University Park, PA: Institute for Research on Human Resources, 1976, 273p. Avail. from: Institute for Research on Human Resources, Penn. State Univ., 407 Kern Graduate Bldg., University Park, PA 16802. $10. °°°Surveyed and interviewed school staff and students from 11 schools with 5 or more women enrolled in nontraditional courses. Describes the various influences on the students' career decisions and makes recommendations for increasing participation in nontraditional courses. BL

Born Free: An Applied Developmental Intervention to Reduce Career-Related Sex-Role Stereotyping in Elementary, Secondary, and Higher Education Settings. L. Sunny Hansen. Paper presented at the Annual Convention of the American Psychological Association, 1977, 13p. (ED 150 495) °°°Project Born Free is a multidimensional effort to intervene in educational institutions to help reduce career-related sex-role stereotyping. This article describes the intervention programs and outlines the conceptual frameworks which underlie the project. See also: *A World of Options* (section C3) for a videotape from this project. BL

BL *Born Free: A Collaborative Consultation Model for Career Development and Sex-Role Stereotyping.* L. Sunny Hansen and Dennis L. Keierleber. Personnel and Guidance Journal, Mar. 1978, 56(7): 395-399. °°°The project's goals are to create educational environments that encourage students to explore a wide range of career and lifestyle options, to facilitate personal growth for educators, and to facilitate institutional change that will expand options for both women and men. See also: *A World of Options* (section C3) for a videotape from this project.

BL *Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools.* Mary Ellen Verheyden-Hilliard. Washington: Project on Equal Education Rights, 1978. Avail. from: PEER, 1029 Vermont Ave. NW, Washington, DC 20005. $5. °°°A kit for parents and citizens' action groups who want to check up on Title IX progress in their local schools and to press for needed changes.

BL *Exemplary Strategies for Elimination of Sex Bias in Vocational Education Programs. Final Report.* Sheila M. Maher. Washington: Human Resources Management, Inc., 1976, 69p. (ED 133 523) °°°Provides annotated descriptions of projects and strategies for eliminating sex bias in vocational education in four categories of resources: (1) individuals and organizations, (2) materials, (3) projects, and (4) studies.

BL SB *Help Wanted. Sexism in Career Education Materials. How to Detect It and How to Counteract Its Effects in the Classroom.* Princeton, NJ: Women on Words and Images, 1975, 51p. Avail. from: Women on Words and Images, P.O. Box 2163, Princeton, NJ 08540. $2.50. °°°Summary of research on career education materials which contains (1) documentation on sex-role stereotyping in career education materials, (2) general advice to teachers and counselors on detecting and counteracting sexism in materials currently in use, (3) a teacher/counselor activity checklist for enriching career opportunity awareness, and (4) organizations and products which are considered non-sexist sources and resources. *See section D2 for companion slide program.*

BL *How to Erase Sex Discrimination in Vocational Education.* New York: Women's Rights Project, 1977, 77p. Avail. from: The Women's Rights Project, American Civil Liberties Union, 22 E. 40th St., New York, NY 10016. $2.50. °°°Contains information on the causes of and remedies for sex discrimination in vocational education, makes suggestions for assessing vocational education programs, and gives an analysis of the legislation.

BL *New Pioneers: A Project to Eliminate Sex Bias in Occupational Education--Reflections and Recommendations.* Amanda J. Smith.

Raleigh, NC: Dept. of Public Instruction, 1977, 116p. (ED 145 192) Avail. from: Division of Equal Education, Dept. of Public Instruction, Raleigh, NC 27611. Send stamped (35¢), self-addressed, 11 x 13 envelope. Free. °°°Describes the mistakes and considerable successes of this 2 year state education agency project.

A Qualitative Incremental Improvement to Reduce Sex Role Stereotyping on the Career Choices of Junior High Students. Final Project Performance Report. Linda Doyle and Robert E. Blum. Lakewood, CO: Jefferson County Public Schools, 1977, 51p. (ED 151 793) °°°Describes how "The Now and the Future," a unit that integrates career development into existing eigth and ninth grade language arts programs, was revised to reduce sex-role stereotyping in career exploration experiences and was implemented in 24 schools. BL

SAVE Your Schools *(Strategies to Achieve Vocational Equality).* Sheila M. Maher. Washington: Human Resources Management. 1976, 16p. (ED 131 195) °°°Lists 4 to 6 projects in each of 5 categories that were found to be successful strategies to eliminate sex bias in vocational education. Categories: (1) increasing career awareness; (2) recruitment to nontraditional training; (3) conferences to increase commitment, concern, and activities; (4) materials development; and (5) materials review and revision. BL

Sugar and Spice is Not the Answer. A Parent Handbook on the Career Implications of Sex Stereotyping. Research and Development Series No. 129. Louise Vetter, et al. Columbus, OH: Center for Vocational Education, 1977, 72p. (ED 147 560) Avail. from: National Center for Vocational Education Publications, The Ohio State Univ., 1960 Kenny Rd., Columbus, OH 43210. $4.50. °°°Discusses how children's career options are limited by sex stereotyping, why it is important that they not be limited, and what parents can do about it. Suggests activities for parents in the home and community. Provides a bibliography of books, pamphlets, and magazines. BL SB TH

Women in Apprenticeship--Why Not? Final Report. Patricia Mapp. Madison: Wisconsin State Dept. of Industry, Labor and Human Relations, 1973, 268p. (ED 086 880) °°°Reports on a project which attempted to isolate, analyze, and minimize barriers to the participation of women in the skilled trades through awareness campaigns, personal contacts, and surveys; describes the changes initiated because of these actions and makes recommendations for future action. Includes copies of promotional material and specific strategies for recruiting, maintaining, and placing women in apprenticeships. Also: *Women in Apprenticeship--Why Not? Manpower Research Monograph No. 33.* Norma Briggs. Avail. from: BL SB TH

Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. 75¢. A 34-page summary of insights gained and changes catalyzed throughout the 3-year project.

SB *Women in Science: Reshaping the Stereotypes.* Deedee Pendleton. Science News, Mar. 1975, 107(11): 181. °°°Describes efforts to attract more women into the science field. Efforts include extended counseling for freshmen science majors, a role models course for freshmen women, orientation sessions for high school students, and slide-tape presentations to show outdated stereotypes wrong.

B4. Strategies for Counselors

BL *Career Counseling for Women: A Workshop Format.* Donald J. Cochran and Penelope M. Warren. School Counselor, Nov. 1976, 24(2): 123-127. °°°Describes the life-planning workshop, a series of small group-learning exercises that examine sex-role conditioning; the exercises are life line, role identification, interests and past experiences, role stripping, typical and special days, and goal setting.

BL *Counseling Women for Nontraditional Careers.* Walter S. Smith, et al. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1977, 68p. (ED 150 533) Avail. from: ERIC/CAPS, 2108 School of Education Building, Univ. of Michigan, Ann Arbor, MI 48109. $4. °°°Presents an overview of women's employment, describes trends in women's career choices, and presents 5 hypotheses, with suggestions for accompanying activities, for counselors to use in counseling women for nontraditional careers. Provides an extensive resource list, divided into separate sections for readers who wish to explore further.

BL *The Counselor's Workshop: Sex Role Stereotyping In Career Awareness.* Peter Kalunian, et al. Elementary School Guidance and Counseling, Dec. 1973, 3(2): 135-137. °°°Describes classroom activities that help rid elementary school students of stereotyped notions about male and female work roles. Involves role reconditioning, which sensitizes students to traditional sex-role stereotyping, and develops new attitudes about sex roles and the world of work.

BL TH *Expanding Vocational Horizons: A Training Manual for Pre-Service Counselors.* Marianne H. Mitchell. Bloomington, IN: Indiana Univ., Dept. of Guidance and Counseling, 1978, 128p. Avail. from: Dept. of Guidance and Counseling, School of Education, 2805 E. 10th St., Bloomington, IN 47405. $5. °°°Readings, activities, and resources for training counselors in

attitudes, awareness, and actions to eliminate sex stereotyping in vocational counseling.

Exploring Nonconventional Careers for Women. Jane Morris. School Counselor, Nov. 1975, 23(2): 127-131. °°°Describes a program involving group discussion, role playing, and other procedures that prompt senior high school girls to consider careers that are traditionally entered by males. BL

Facilitating Career Development for Girls and Women. Elaine House and Mildred Katzell, eds. Washington: American Personnel and Guidance Association, 1975, 112p. Avail. from: APGA, Publication Sales, 1607 New Hampshire Ave. NW, Washington, DC 20009. $4. °°°Report of the National Vocational Guidance Association Conference on guidance and women.

I Can Be Anything: Careers and Colleges for Young Women. Joyce Slayton Mitchell. Princeton, NJ: College Board Publ., 1978, 315p. Avail. from: College Board Publication Orders, Box 2815, Princeton, NJ 08540. $7.95. °°°Gives specific information about which schools have most women in nontraditional areas and outlines educational requirements for specific careers. SB

New Career Options for Women. Thomas E. Backer and Helen S. Farmer. New York: Human Sciences Press, 1977, 3 vols. Avail. from: Human Sciences Press, 72 Fifth Ave., New York, NY 10011. $25.48/set. °°°This is a set of three volumes. *A counselor's sourcebook* (400p., $16.95) addresses counselors in educational institutions, public service agencies, and counselor educators; it lists resources, counseling strategies, and ways to change stereotyped attitudes. *A woman's guide* (96p., $4.95) summarizes major topics covered in the sourcebook and contains material for women returning to work; it can be used independently or as part of counseling. *A selected annotated bibliography* (128p., $9.95) contains 240 citations of books, journals, articles, and reports from economics, sociology, anthropology, and psychology pertaining to women and work. SB

School Counselors and Sex Bias in Career Planning. Filson A. Young. School Guidance Worker, Dec. 1974, 30(2): 29-33. °°°Shows how crucial it is that counselors become aware of any conscious and unconscious biases which may influence their counseling behaviors.

Sex Discrimination in Career Counseling and Education. Helen S. Astin and Michele Harway. New York: Praeger, 1977, 154p. Avail. from: Praeger Publ., Div. of Holt, Rinehart and Winston/CBS, 383 Madison Ave., New York, NY 10017. $16.95. °°°Presents ways in which schools and counselors at all BL

levels can take action to broaden the alternatives of students regardless of sex.

BL *Sex Discrimination in Guidance and Counseling.* Washington: National Advisory Council on Women's Educational Programs, 1977, 10p. Avail. from: National Advisory Council on Women's Educational Programs, Suite 821, 1832 M St. NW, Washington, DC 20036. Free. °°°Reviews the report of the same name *(see section A4)* and presents actions recommended as a result of the report.

EV *Sex Fairness in Career Guidance: A Learning Kit.* Linda B. Stebbins, et al. Cambridge, MA: Abt Associates, Inc., 1975, 265p. Avail. from: Abt Publications, 55 Wheeler St., Cambridge, MA 02138. $15. Plus $1.50 handling. °°°Presents self-administered curriculum materials which can be used by counselors and counselor educators to help eliminate sex-role stereotyping and sex bias in career choice. Organizes materials into parts: (1) orientation to sex fairness, (2) recommendations for a comprehensive sex-fair career guidance program, (3) guidelines and recommendations for sex-fair use of career interest inventories, and (4) resource guide. Supplementary materials with the kit include 7 spirit masters, 8 role play cards, counselor-client interaction exercises, and a cassette tape of 4 counseling interviews.

BL *Values, Deci ions, Careers: A Group Guidance Program for Girls.* Frank O'Dell, et al. Paper presented at the Annual Convention of the American Personnel and Guidance Association, 1975, 15p. (ED 112 282) °°°This project used 10 one-hour sessions of group process techniques to meet the career development needs of girls and to deal with the limiting aspects of female stereotyping. The objectives were to give high school girls an opportunity to get to know themselves better, develop an understanding of the limitations of sex stereotyping, acquire better decision-making skills, and appreciate the need for career planning and information.

B5. Equity in Recruitment and Placement

BL *Collected Papers: Women's Educational Issues in Community Colleges.* Washington State University, Pullman. Newton, MA: Education Development Center/Women's Educational Equity Act Program, 1978. Avail. from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160. $1.50. °°°These collected papers offer specific strategies for recruiting women for vocational training programs and helping them enter the non-traditional job market.

BL *Equal Vocational Education. Final Report.* Jane Lerner, et al. Houston, TX: Center for Human Resources, Univ. of Houston,

1976, 99p. (ED 133 464) °°°Describes a model program that was developed to recruit females into traditionally male-dominated vocational programs and to maintain the increased female enrollment. Materials developed for use in recruitment include a game, a slide/tape presentation (also available as a film), 3 case studies, data on women in the labor force, and a booklet on work life expectancy. The program was tested on 228 sophomore girls and evoked such positive response that presentations were made at 9 other high schools and 3 junior highs.

Equal Vocational Education Manual. Fredell Bergstrom and Joseph E. Champagne. Houston, TX: Center for Human Resources, Univ. of Houston, 1976, 65p. Avail. from: Institute of Labor and Industrial Relations, Univ. of Houston, College of Business Administration, 4800 Calhoun, Houston, TX 77004. $7. °°°Documents the procedures used in Project EVE to recruit students into nontraditional vocational education programs. Many of the activities are useful in mixed student groups.

Locating, Recruiting, and Employing Women: An Equal Opportunity Approach. Cecelia H. Foxley. Garrett Park, MD: Garrett Park Press, 1976, 357p. Avail. from: Garrett Park Press, Garrett Park, MD 20766. $7.50. °°°Helps employers provide equal opportunities for women workers by describing education and training, laws, regulations, programs providing employment protection, and suggestions on ways of recruiting, employing, and working with women. Lists sources useful to employers in locating and recruiting women candidates for employment and offers suggestions for providing a climate conducive to their full professional and occupational development.

Placing Minority Women in Professional Jobs. R & D Monograph 55. Robert W. Glover. Austin, TX: Center for the Study of Human Resources, Univ. of Texas, 1977, 77p. (ED 149 135) Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Stock no. 029-000-00303-3. $2.40. °°°Based on procedures used in the Minority Women Employment Program, this handbook is a reference for individuals and groups engaged in efforts to place minorities and women into nontraditional jobs. Under program operations and program mechanics, it outlines procedures, outreach efforts, and rationale for using the procedures.

Recruiting Women for Traditionally "Male" Careers: Programs and Resources for Getting Women into the Men's World. Washington: Association of American Colleges, Project on the Status and Education of Women, 1977, 10p. (ED 145 256) Avail. from: Association of American Colleges, Project on the Status and Education of Women, 1818 R St. NW, Washington, BL

DC 20009. Free. °°°Gives a guide to resources which have been developed and used by colleges and universities in counseling and recruiting women for careers formerly considered "for men only." Parts: (1) review of programmatic approaches to recruiting women to enter traditionally "male" fields, (2) discussion of special recruiting materials, (3) list of available publications and resource groups in selected fields, and (4) list of resources for recruiting minority women.

C. Sex Fair Materials for Use by Teachers and Counselors

C1. Bibliographies

BL *Collage. A Collection of Career Education Resources.* Kathleen Jezierski, comp. Columbus, OH: Center for Vocational Education, 1977, 93p. (ED 145 254) °°°Catalog in 3 sections: (1) narrative of ideas for using community-based resources that offers guidelines for selecting career education materials and describes several educational resources; (2) a bibliography of "how to" career education manuals and guides on establishing resource centers, evaluating students and programs, teaching the handicapped and gifted, involving the community in career education, dealing with sex bias, providing inservice education, and career education; (3) a bibliography of curriculum materials.

BL *Feminist Resources for Schools and Colleges: A Guide to Curricular Materials.* Carol Ahlum and Jackie Fralley. 2d ed., rev. and enl. Old Westbury, NY: Feminist Press, 1977. Avail. from: Feminist Press, College at Old Westbury, Box 334, Old Westbury, NY 11568. $1.95. °°°Bibliography of curricular materials including sections on the student, the teacher, the counselor, health and home economics, and kits and games.

BL *Resources in Women's Educational Equity--Non-Print Media and Materials.* Aileen Wehren. Princeton, NJ: Educational Testing Service, 1978, 243p. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Stock no. 017-080-01836-5. $4.25. °°°Includes films, filmstrips, transparencies, audiotapes, videotapes, records, and other instructional media relevant to women's educational equity. Divided into 6 subject categories; the one on women and work contains 79 items.

BL SB *Sex Roles: Past, Present, and Future.* Prudence Leib. Washington: The Population Institute, 1975. Avail. from: The

Population Institute, Organization Liaison Division, 110 Maryland Ave. NE, Washington, DC 20002. 50¢. °°°A bibliography of guides to simulations, games, and activities.

Women in Non-Traditional Occupations--A Bibliography. Koba Associates, Inc., Washington: Bureau of Occupational and Adult Education (DHEW/OE), 1976, 194p. (ED 133 460) °°°Focuses on women's employment in nontraditional fields and is intended to serve vocational education administrators, education researchers, counselors, teachers, and students considering occupational choices. Categories: (1) women in nontraditional occupations, (2) women in nontraditional skilled/vocational occupations, and (3) women in nontraditional professional occupations. BL SB

C2. Printed Classroom Materials

Being a Man: A Unit of Instructional Activities on Male Role Stereotyping. David Sadker. Washington: Resource Center on Sex Equity, 1977, 64p. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Stock no. 017-080-01777-6. $2.10. °°°Provides classroom activities for exploring masculinity and sex stereotypes, with directions for teacher and student roles. BL EV SB

Careers in Journalism for the New Woman. Megan Rosenfeld. Danbury, CT: Franklin Watts, Inc., 1977. Avail. from: Franklin Watts, Inc., Sherman Turnpike, Danbury, CT 06816. $5.90. °°°A *Washington Post* reporter produced this vocational guide which presents attitudes towards practical experience and education and examines various types of journalism careers. SB

The Choice is Yours: A Women's Studies Curriculum for Non-College-Bound High School Girls. Cynthia P. Green. Avail. from: the author, 1718 P St. NW, Washington, DC 20036. $5. °°°Developed for non-college-bound eleventh and twelfth grade girls; to be used in all-girl classes such as home economics, family living, psychology, and social studies.

Curriculum Guide and Bibliography: Reducing Sex-Role Stereotyping through Career Education. Kathy Quinn, comp. Bristol, CT: Bristol Career Education Program, 47p. (ED 130 058) °°°Lesson plans and bibliographies created by participants of inservice workshops conducted to heighten awareness of sex-role stereotyping and its relationship to career education. BL SB

Eliminating Sex Bias in Education. Minneapolis: Minneapolis Board of Education. Avail. from: Board of Education, Special School District 1, 807 NE Broadway, Minneapolis, MN

55413. °°°Presents secondary level lesson plans for 19 topics, including career and family decisions, job characteristics, status of careers, and life cycles.

Eliminating Sexism: Rewriting the Scripts. Rose M. Etheridge and Eric Rice. Chapel Hill, NC: System Sciences, Inc., 1977, 203p. Avail. from: System Sciences, Inc., P.O. Box 2345, Chapel Hill, NC 27514. $20. °°°A self-instruction package designed for all students with eighth-grade reading level or above. It requires 5 to 20 class sessions on sex stereotyping and the work force, minority groups, schools, and the law. Contains preassessment and postassessment instruments, self-check questions, and teacher materials.

Equity Career Education Curriculum Guide. Maple Heights, OH: Center for Equity Career Education. Avail. from: Maple Heights City School District, The Center for Equity Career Education, 5500 Clement Dr., Maple Heights, OH 44137. °°°A curriculum guide for grades 3, 6, 8, and 10, this includes lessons, learning activities, evaluation suggestions, and recommended materials.

Expanding Career Horizons. Springfield, IL: Dept. of Adult, Vocational, and Technical Education, Ill. Office of Education, 1978. Avail. from: Curriculum Publications Clearinghouse, Western Ill. Univ., 76B Horrabin Hall, Macomb, IL 61455. $25. °°°Materials designed for both sexes in grades 7 through 14 include 5 50-minute activity oriented lessons designed to create awareness and help eliminate sex-role stereotyping. Each lesson can stand alone and be used in a variety of vocational and non-vocational classes. A 46-page teacher's guide contains performance based objectives for students; each kit contains 1 teacher's guide and 30 sets of student materials.

BL *A Facelift for Industrial Arts.* Deborah D. Patterson. Man/Society/Technology, Dec. 1974, 34(3): 85-86. °°°Describes a slide show depicting young women in industrial arts activities which can be used for recruiting more females into industrial arts classes. Includes script, suggestions for taking appropriate slides, and directions on putting the two together.

BL *Focus on the Future.* Cleveland State Univ. Newton, Ma: Education Development Center/Women's Educational Equity Act Program, 1978. Avail. from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160. $2. °°°Includes technical manual, reader's manual, and picture sets to be used with students to identify their own biases and to see how these influence career choices and family relationships.

Fortune Telling: A Program for Girls about Women, Work, and Nontraditional Occupations. Boston: Boston Young Women's Christian Association, 1977. Avail. from: Fortune Telling Coordinator, Boston YWCA, 140 Clarendon St., Boston, MA 02116. $7.50. °°°Designed to interest girls in their working futures and to help them improve their employment projects. Includes information on setting up a program, guidelines for participants, and a student handbook. SB

Free to Choose: Decision Making for Young Men. Joyce Slayton Mitchell. New York: Delacorte Press, 1976, 272p. Avail. from: Delacorte, Div. of Dell Publishing Co., 1 Dag Hammarskjold Plaza, 245 E. 47th St., New York, NY 10017. °°°Covers many areas where young men must make choices; friendship, love, marriage, sex, and includes excellent chapters on educational choices, career decisions, and choice of a college. See also: *Other Choices for Becoming a Woman (this section)* for the companion book for women.

How to Decide: A Guide for Women. Gordon P. Miller, Nelle T. Scholz, and Judith Sosebee. Princeton, NJ: College Board Publications, 1975. Avail. from: College Board Publication Order Dept., Box 2815, Princeton, NJ 08540. $5.95. °°°This workbook has sections on who are you, what do you need to know, and how do you take action. EV

In Search of a Job: A Simulation Activity in Occupational Decision Making. Eric Rice, et al. Chapel Hill, NC: System Sciences, Inc., 1977, 82p. Avail. from: System Sciences, Inc., P.O. Box 2345, Chapel Hill, NC 27514. $10. °°°A group process simulation for eighth grade reading level and above that requires 6 to 15 sessions. Topics include constraints on individual choices and sex bias in the world of work, family and employer role plays, group decision-making processes, and the analysis of sex bias in job seeking activities. Package includes want ads, applications, job descriptions, family and employer descriptions, a simulation activity, an interview guide, and day-by-day instructions.

The Masculine Focus in Home Economics. Judy Dowell and Bonnie Greenwood. Washington: Home Economics Education Association, 1975, 31p. (ED 116 002) °°°Explores what home economics has to offer young men and provides information on establishing and implementing a curriculum to meet the needs of today's adolescent male. Detailed suggestions for curriculum development include methods of recruitment and ideas for adapting course content and activities to the needs of males in co-educational classes. BL

Non-Traditional Careers for Women. Sarah Splaver. New York: Julian Messner, Inc., 1973. Avail. from: Julian Messner, SB

Inc., 8 W. 40th St., New York, NY. $5.95. °°°Covers more than 500 nontraditional occupations which offer employment opportunities to women.

Other Choices for Becoming a Woman: A Handbook to Help High School Women Make Decisions. Joyce Slayton Mitchell. New York: Delacorte, 1976, 272p. Avail. from: Delacorte, Div. of Dell Publ. Co., 1 Dag Hammarskjold Plaza, 245 E. 47th St., New York, NY 10017. $7.95. °°°Covers many of the same topics as its companion volume for men, *Free to Choose (this section)*, including chapters on educational and career decisions.

SB *Planning Ahead for the World of Work.* Louise Vetter and Barbara J. Sethney. Columbus, OH: Center for Vocational Education, 1975. Avail. from: National Center for Research in Vocational Education Publications, The Ohio State Univ., 1960 Kenny Rd., Columbus, OH 43210. °°°Teacher manual ($2.50), student materials ($1.50), complete set, including transparency masters ($4.50). A curriculum unit in 3 parts: Looking ahead to your occupation; Working women . . . who are they?; and What is my future?

Planning for Free Lives: Curriculum Materials for Combating Sex Stereotyping in Home Economics, Family Living, and Career Awareness Courses. Seattle: Feminists Northwest, 1975. Avail. from: Feminists Northwest, 5038 Nicklas Place NE, Seattle, WA 98105. $3.50. °°°Curriculum materials for career awareness, family living, and home economics courses.

BL *Project HEAR: A Unique Program in Career(s) Education.* Princeton, NJ: Cogent Associates, 1976, 20p. (ED 131 270) °°°Describes the field testing and evaluation of primary, intermediate, and secondary learning units which are non-sexist, ungraded, skill-building, student-centered, sequentially organized, and experiential. Conclusions reported significant effect in (1) changing stereotypical attitudes toward occupations, (2) increasing preference for sex-asynchronic occupations, (3) increasing knowledge of the world of work, and (4) increasing the consistency of occupational preference.

EV *Roles and Relationships: A Practical Guide to Teaching About Masculinity and Femininity.* Barbara Stanford and Gene Stanford. NY: Bantam Books, 1976, 85p. Avail. from: Bantam Books, Inc., 666 Fifth Ave., New York, NY 10019. $1.75 paper. °°°Helps counselors and teachers to set up courses that help students understand sex roles. Topics covered are sex and identity, myths and social pressures, sex roles and jobs, male and female differences in perceptions, and values and relationships. Includes activities and discussion topics, role-playing situations, questionnaires, and

questions to be used with fiction and nonfiction reading programs.

Saturday's Child; 36 Women Talk About Their Jobs. Sandra Seed. New York: Bantam Books, 1974, 184p. Avail. from: Bantam Books, 666 Fifth Ave., New York, NY 10019. $1.25. °°°Includes interviews with and photographs of 36 women on their jobs in such fields as the arts, communication, science, business, and government. SB

Sex Bias in Career Education--What the Social Studies Teacher Can Do. Judith S. Brenneke. Social Studies, May/Jun. 1978, 69(3): 96-102. °°°Reports 3 activities for analyzing attitudes and investigating work motivation and occupational sex bias for use in social studies. Includes 7 things that teachers can do about career education sex bias. BL

Sex-Stereotyping, Bias and Discrimination in the World of Work: A Student Handbook. Eric Rice, et al. Chapel Hill, NC: Systems Sciences, Inc., 1977, 159p. Avail. from: Systems Sciences, Inc., P.O. Box 2345, Chapel Hill, NC 27514. $15. °°°Discovery learning materials for eighth grade reading level and above; can be used to discuss what work is, beliefs about working women and men, looking for a job, and being on the job. Teacher materials include an introduction and instructions for specific activities; can be used in 5 to 45 classroom sessions.

Today's Changing Roles: An Approach to Nonsexist Teaching. Washington: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1974, 108p. Avail. from: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1201 16th St. NW, Washington, DC 20036. $3. °°°Lessons, with behavioral objectives, concepts, and student materials, including sections on: Awareness of role stereotypes; Attitudes, values, choices; and Where will I be in 5 years?

Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education. Martha Matthews and Shirley McCune. Washington: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1978, 57p. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. °°°A collection of thoughts, information, and questions designed to help students explore nonsexist alternatives in vocational education. It covers working inside and outside the home, exploring individual interests, exploring vocational education, and legal rights under Title IX. BL

Vocational Readiness Package. Maureen Rabin and Jeanne Scott. Los Angeles: YWCA, 1971, 5 vols. Avail. from: YWCA, 1215

Lodi Place, Los Angeles, CA 90038. $25. °°°Curriculum unit. Simulation games and role playing on women in marriage and careers today.

BL SB *Women and the World of Work. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package G.* Richard J. Thoni, et al. Minneapolis: Univ. of Minnesota, 1972, 36p. (ED 128 550) °°°Helps students examine the significance of women and their relation to the world of work through the use of 7 enabling objectives and related learning experiences.

Women at Work. Betty Medsger. Mission, KS: Sheed, Andrews, and McMeel, 1975, 212p. Avail. from: Sheed, Andrews, and McMeel, 6700 Squibb Rd., Mission, KS 66202. $14.95 cloth, $7.95 paper. °°°Depicts women at work in 188 different occupations, including many nontraditional occupations. Consists of photographs and commentaries, and can be used in individual or group reading situations.

SB *Women in Science and Technology: Careers for Today and Tomorrow.* Gail T. McLure. Iowa City: American College Testing Program, 1976, 16p. Avail. from: The American College Testing Program, P.O. Box 168, Iowa City, IA 52240. $1.50. °°° Specific information about careers in science and technology.

C3. Non-print Classroom Materials

TH *All About Eve.* (Film, 16mm, 8 min., color, sound). Houston: Center for Human Resources, Univ. of Houston. Avail. from: Center for Human Resources, Univ. of Houston, Houston, TX 77004. $60. °°°A capsulized, historical investigation of women in the work force, using art work, historical pictures, and on the job photographs of women employed in many nontraditional jobs. For use with secondary students, counselors, teachers, and parents.

SB *American Man: Tradition and Change.* (2 sound filmstrips, 12 min., color). New York: Butterick Publishing, 1976. Avail. from: Butterick Publishing, 161 Sixth Ave., New York, NY 10013. $45. °°°Introduces the concept of sex-role stereotyping to high school students. Part 1, *Traditions in question,* explores some of the traditional qualities expected in men. Part 2, *Living with change,* uses interviews with males and females, adults and students to examine some of the problems confronting men because of their role training. Includes a 16-page teacher's guide.

SB *American Women: New Opportunities.* (2 sound filmstrips, 12 min., color). New York: Butterick Publishing, 1976. Avail.

from: Butterick Publishing, 161 Sixth Ave., New York, NY 10013. $45. °°°Helps high school students explore sex-role stereotyping. Part 1, *Who are you?*, briefly reviews women's traditional roles and their options for the future. Part 2, *Who can you be?*, confronts the external and internal prejudices that still exist despite new opportunities for women. Five women in nontraditional occupations look at how to shape rewarding and satisfying lives.

Anything You Want to Be. (Film, 16mm, 8 min., B/W, sound). Franklin Lakes, NJ: New Day Films, 1971. Avail. from: New Day Films, 267 W. 25th St., Franklin Lakes, NJ 07417. $100 purchase, $18 rental. °°°Series of skits showing how socialization transforms a young woman's goals.

Count Me In: Educating Women for Science and Math. (Videotape cassette, 3/4 in., 30 min., B/W). Mills College, Dept. of Math./Computer Science and Center for Career Planning. Newton, MA: Education Development Center/Women's Educational Equity Act Program, 1978. Avail. from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160. $34 purchase, $5 3-day rental. °°°Documents a highly successful curricular-career program to interest women in entering scientific and technical fields. It includes a brochure and can be used to start classroom or workshop discussions, for recruiting women, or as a resource for redesigning curriculum.

Different Folks. (Film, 16mm, 15 min., color, sound). Bloomington, IN: Agency for Instructional Television, 1975. Avail. from: A.I.T., Box A, Bloomington, IN 47401. $180 purchase. Or from: Film Librarian, Indiana State Board of Health, 1330 W. Michigan St., Indianapolis, IN 46206. Free rental. °°°Presents the reactions of an adolescent boy to nontraditional sex roles within his family.

EDUPAK on Sex Role Stereotyping. (Multimedia package). Washington: National Education Association, 1978. Avail. from: NEA Distribution Center, Academic Bldg., Saw Mill Road, West Haven, CT 06516. Order no. 0570-8-6J. $79.50/set. The 12 items can be purchased at this special package rate or individually as listed below.

Filmstrips (each includes a leader's manual):

Cinderella is Dead! (Sound filmstrip, color). Order no. 0571-6-1J. $18. °°°Presents women in the labor market with special emphasis on the effect of mass media, options in the labor force, and impact of the educational process.

The Labels and Reinforcement of Sex Role Stereotyping. (2 sound filmstrips, color). Order no. 0572-4-1J. $27.50. °°°Part 1 questions the relevance of traditional sex roles and part 2 shows the process of sex-role stereotyping.

Books:

Nonsexist Education for Survival. Order no. 0582-1-0J. $3. °°°A collection of readings in 5 parts: the socialization process, economics, physical, cultural-psychological, and political.

Sex Role Stereotyping in the Schools. Rev. ed. Order no. 0578-3-1J. $3.50. °°°A collection of readings in 2 parts: the school and the classroom and the school and the community.

Women's Studies. Order no. 1821-4-0J. $4. °°°Presents a new model with suggestions for implementation, giving separate consideration to K-12 programs and higher education approaches.

Cassette tapes (each includes discussion questions):

Blue is for Sky, Pink is for Watermelon. (Cassette tape). Order no. 0573-2-0J. $6.50. °°°Eve Merriam reads 5 of her poems, interspersing them with related comments on sex-role stereotyping.

ERA--The Equal Rights Amendment and You. (Cassette tape). Order no. 0489-9-0J. $6.50. °°°Margaret Heckler reports on the Mexico City International Women's Year Conference and discusses the importance of ERA.

Sexism, Racism, Classism in the Schools. (Cassette tape, 7 min.). Order no. 0574-0-0J. $6.50. °°°Records situations showing interactions between third world women and the primarily-white feminist movement.

We Don't Know How to Grow People. (Cassette tape). Order no. 0575-9-0J. $6.50. °°°Explores the beginnings of sex-role stereotyping and ways to combat it.

Women's Rights: Multicultural Equity. (4 cassette tapes). Order no. 1962-8-0J. $18. °°°Records several perspectives on women's rights presented at an NEA Conference on Civil and Human Rights in Education.

Pamphlets:

Equal Opportunity for Girls in Athletics. Order no. 0943-6-0J, 50¢. °°°Reference pamphlet for students, teachers, and parents.

Resource List for Nonsexist Education. Order no. 0590-2-0J. 75¢. °°°Divided into 3 parts: resources which define the problem, resources for educators to use with students, and directions for locating further resources.

Free to Choose. (Film, 16mm, 16 min., color, sound). Studio City, CA: Filmfair Communications, 1975. Avail. from: Filmfair Communications, 10900 Ventura Blvd., Studio City, CA 91604. $220 purchase, $20 rental. °°°Produced for junior high to adult audiences; includes a brief history of women's rights and social legislation and profiles a man in early childhood education, a woman who is head of an architectural urban planning division, a female homemaker, and a working couple with a small child who share household duties and decision making. Encourages choice of work and lifestyle

based on interests and skills rather than on traditional male-female roles.

Freedom Training. (Film, 16mm, 21 min., color, sound). South Bend, IN: Indiana Career Resource Center, 1977. Avail. from: Indiana Career Resource Center, 1201-09 S. Greenlawn, South Bend, IN 46615. $225 purchase, $10 rental out-of-state, free loan to Indiana residents. °°°Portrays the relationship between education and work and examines the lives of 11 women and minority persons who have ventured into nontraditional training. Their on-the-job comments provide young people with work alternatives they may have never considered because of their race or sex. Includes a guide with prescreening activities that make the film more meaningful. SB TH

Growing Up Female: As Six Become One. (Film, 16mm, 50 min., B/W, sound). Franklin Lakes, NJ: New Day Films, 1971. Avail. from: New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417. $400 purchase, plus $5 handling; $30-$60 rental, depending on use. °°°Shows the socialization of women through a personal look at 6 females, ages 4 to 35, whose backgrounds vary from poor black to upper-middle class white. Examines the influences of parents, teachers, counselors, media and advertising, pop music, and marriage.

Jobs and Gender. (2 sound filmstrips, 18 min., color). New York: Guidance Associates, 1971. Avail. from: Guidance Associates, 757 Third Ave., New York, NY 10017. $59.50. °°°Presents people who have crossed the sex-work barrier such as a female carpenter, a male nurse, a female reporter, and a male kindergarten teacher. Challenges junior and senior high school students to examine their own biases and encourages them to explore what they really would like to be. Includes 29-page discussion guide. SB

Joyce at 34. (Film, 16mm, 28 min., color, sound). Franklin Lakes, NJ: New Day Films, 1973. Avail. from: New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417. $350 purchase, $35 rental, plus $4 handling. °°°This award-winning film explores the changes and adjustments made by a career woman and her husband as they start a family. It explores the conflict of work versus family and how it is handled by 2 generations of working women. It was televised nationally on PBS and can be used with high school and adult groups.

Looking at Tomorrow . . . What Will You Choose? (Film, 16mm, 15 min., color, sound). Hollywood, CA: Cornerstone Productions, 1975. Avail. from: Indiana Univ., Audio-Visual Center, Bloomington, IN 47405. $9.25 rental. °°°Examines 7 young women at their various jobs, ranging from bricklayer to congresswoman, and explores the wide variety of career op-

portunities available. Imparts the feeling that girls and women can and should aspire to any career they desire.

Male and Female Roles. (6 sound filmstrips, 11 min., color). Chicago: Cornet Instructional Media, 1975. Avail. from: Cornet Instructional Media, 369 W. Erie St., Chicago, IL 60610. $102 purchase. °°°Titles include: *The stereotypes, How stereotypes evolved, How they are learned, Emerging dissatisfactions, New perspectives,* and *How aware are you?* These can be used as an entire unit or each separately to help people from junior high through adults to understand the sociological process of sex stereotyping. A sixteen-page Teachers' Guide gives questions for discussion and extra activities.

TH *Masculinity.* (2 sound filmstrips, color). Tarrytown, NY: Schloat Productions, 1974. Avail. from: Schloat Productions, 150 White Plains Rd., Tarrytown, NY 10591. $66 with records, $78 with cassettes. °°°Deals with assumptions, myths, and stereotypes about men and masculinity and new options and directions.

Masculinity and Femininity. (2 filmstrips, 2 tapes, color). Richard Hettlinger. New York: Guidance Associates, 197?. Avail. from: Guidance Associates, 757 Third Ave., New York, NY 10017. $59.50. °°°Deals with labeling of reactions, personalities, occupations, mannerisms, and fashions. Students are asked to measure their own attitudes.

Men's Lives: A Documentary Film About Masculinity in America. (Film, 16mm, 43 min., color, sound). Franklin Lakes, NJ: New Day Films, 1974. Avail. from: New Day Films, P.O. Box 315, Franklin Lakes, NJ 07417. $500 purchase, $56 rental, plus $4 handling. °°°This academy award-winning film (Best Student Documentary) examines how men are conditioned to aggressively compete, win, and strive for material success at the expense of intimacy and communication. Presents interviews with men, boys, women, workers, teachers, coaches, athletes, and students interspersed with film clips of movie heroes, football games, and comic strip heroes; represents with insight and humor a microcosm of masculine attitudes.

SB TH *Non-Traditional Careers for Women.* (2 sound filmstrips, 26 min., color). New Rochelle, NY: Pathescope Educational Media, Inc., 1974. Avail. from: Pathescope Educational Media, Inc., 71 Weyman Ave., New Rochelle, NY 10802. $50. °°°Introduces junior and senior high school students and adults to nontraditional careers for women. Part 1 briefly reviews the history of women's role in the U.S. job market from the 1800's to the present. Part 2 focuses on particular women working in nontraditional careers, opportunities for

training, and the diverse job markets for women. Includes a 21-page teacher's manual.

People at Work. (24 photographs, B/W). New York: Instructo Corp. Avail. from: Women's Action Alliance, 370 Lexington Ave., New York, NY 10017. $6. °°°Photographs of men and women in nontraditional occupations. SB

Put Yourself in My Place. (Film, 16mm, 17 min., color, sound). New York: New Line Cinema. Avail. from: New Line Cinema, 121 University Place, New York, NY 10003. $250 purchase, $20 rental. °°°Short, but effective drama employing role reversal to create awareness of male/female stereotypes.

Twelve Like You. (Film, 16mm, 25 min., color, sound). Hollywood, CA: The Cally Curtis Co., 1975. Avail. from: The Cally Curtis Co., 1111 N. Las Palmas Ave., Hollywood, CA 90038. $360 purchase, $100 rental. °°°Deals with 12 career women who discuss their ideas and experience.

When I Grow Up. (Film, 16mm, 26 min., color, sound). Schiller Park, IL: MTI Teleprograms, 1978. Avail. from: MTI Teleprograms, 4825 N. Scott St., Suite 23, Schiller Park, IL 60176. $295. Or from: East Central Curriculum Management Center, Illinois Office of Education, 100 N. First St., Springfield, IL 62777. Free rental. °°°Presents a series of vignettes of different treatment of students on the basis of sex in elementary and secondary classrooms; can be used to stimulate discussion with secondary students, counselors, teachers, and parents; includes a discussion guide.

Why Not? (Sound filmstrip, 18 min., color). Westbury, NY: Nassau BOCES Publications Dept. Avail. from: Nassau BOCES Publications Dept., Salisbury Center, Valentines Rd. and the Plain Rd., Westbury, NY 11590. $20. °°°Depicts women at work in such nontraditional jobs as office machine and telephone booth repairer and major appliance technician.

Why Not a Woman? (Film, 16mm, 26 min., color, sound). Washington: U.S. Dept. of Labor, 197?. Avail. from: National Audio Visual Center, National Archives and Record Service, General Services Administration, Order Section BB, Washington, DC 20409. $150.75 purchase, $12.50 rental. °°°Demonstrates the wide range of job options and training available to women, showing women who work successfully in nontraditional jobs. It also explores the attitudes of supervisors, teachers, and male co-workers. TH

Women at Work: Choice and Challenge. (2 sound filmstrips, 18 min., color). New York: Guidance Associates, 1975. Avail. from: Guidance Associates, 757 Third Ave., New York, NY SB TH

10017. $59.50. °°°Designed for high school students and adults, to explore the changing role of women in the labor force and alternative lifestyles available to women. Part 1 summarizes the development of women's work roles throughout important periods in U.S. history. Part 2 interviews a number of women, spouses, children, and co-workers to provide personal insights into the effects of work on women. Includes a 40-page discussion guide.

Women in Communications. (Film, 16mm, 15 min., color, sound). Falls Church, VA: Forum Films, Inc., 1975. Avail. from: Indiana Univ., Audio-Visual Center, Bloomington, IN 47405. $9.25 rental. °°°Portrays 3 women who are successfully engaged in careers in communication which have been traditionally considered to be masculine fields; reporting, filmmaking, and radio announcing. Describes the job requirements, advantages, rewards, and limitations.

Women in Engineering. (Film, 16mm, 20 min., color, sound). Bell Telephone Co. Avail. from: Indiana Bell Telephone Co., Film Library, 240 N. Meridian St., Rm. 1717, Indianapolis, IN 46204 (may call collect (317) 265-2597). Free to Indiana residents. °°°Presents 5 women engineers for the Bell system on the job and at home.

SB *Women Today*. (2 sound filmstrips, 27 min., color). New York: Guidance Associates, 1974. Avail. from: Guidance Associates, 757 Third Ave., New York, NY 10017. $59.50. °°°Presents various women with strong, positive self-images who have made conscious life choices. Through these women the viewer explores the many recent changes that have affected society's concepts of women and their roles.

TH *A World of Options (Born Free)*. (Videotape, color, sound). White Bear Lake, MN: Area Vocational-Technical Institute, 197?. Avail. from: 916 Area Vocational-Technical Institute, 3300 Century Ave. N., White Bear Lake, MN 55110. (612) 770-2351. $20 purchase; buyer supplies reel or cassette tape. °°° Product of Project Born Free; this program introduces a wide range of personal and career options available to women today, regardless of age. Discusses first jobs, job preparation, and re-entry jobs. See also: *Born Free. . . (section B3)* for articles about this project.

C4. Vocational Interest Tests

BL *Development and Validation of Sex-Balanced Inventory Scales*. G.R. Hanson, D.J. Prediger, and R.H. Schussel. Iowa City: Research and Development Division, American College Testing, 1977, 36p. Avail. from: ACT Publications, American College

Testing Program, P.O. Box 168, Iowa City, IA 52240. $1. °°°Describes the development and validation of the Unisex ACT Interest Inventory, which is designed to contain scales on which males and females receive similar scores.

Guidelines for Assessment of Sex Fairness in Career Interest Inventories. Washington: National Institute of Education, 1974, 13p. (ED 098 314) °°°Guidelines address the diverse concerns of inventory users, respondents, authors, and publishers; they are in 3 sections: (1) recommendations on the form and content of the interest inventory, (2) recommendations on the presentation and interpretation of materials, reporting scores, composition of criterion groups, study of validity of interest inventories, and provisions for updating, and (3) discussion on the quality of interpretive information provided in the publishers' manual and supporting materials. BL

Impact of Interest Inventories on Career Choice. Nancy S. Cole and Gary R. Hanson. Minneapolis: Aries Corp., 1974, 37p. (ED 095 370) °°°Argues that the goal of interest measurement is to predict job satisfaction, and that interest inventories should be used to change behavior rather than merely report interests. Women can be guided through explorations of jobs they never examined before, if these inventories are used properly. BL

Issues of Sex Bias and Sex Fairness in Career Interest Measurement. Esther E. Diamond, ed. Washington: National Institute of Education, Career Education Program, 1975, 245p. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Stock no. 017-080-01465-3. $3.20. °°°Examines the usefulness of career interest inventories with specific reference to the technical and social issues of sex fairness and sex bias. Focuses on the use of vocational interest inventories in counseling and guidance. BL

Measures of Educational Equity for Women: A Research Monograph. Kathleen L. Williams, et al. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, 1977, 200p. (ED 152 810) °°°Describes 61 measurement instruments and gives guidelines for selecting and using them. They were carefully selected and cross-referenced according to their correlation with the most common needs, goals, and content areas. Includes instruments for evaluating projects and content; questionnaires, interviews, rating scales, observation, unobtrusive measures, attitude scales, social indicators, and content analysis; and instruments containing development and/or background information. BL

A New Edition of the SVIB: The Strong-Campbell Interest Inventory. David P. Campbell, et al. Measurement and BL SB

Evaluation in Guidance, Jul. 1974, 7(2): 92-95. °°°Discusses changes in SVIB which include: (1) one booklet and one profile form will be used for both sexes; (2) profile scores are organized into Holland's theoretical system; (3) many new occupational scales; (4) M-F scale has been dropped; and (5) all materials have been screened to eliminate subtle sexism.

BL *The NIE Project on Sex Bias and Sex Fairness in Career Interest Measurement: Prologue and Epilogue.* Esther E. Diamond. Humanist Educator, Jun. 1976: 14(4), 222-230. °°°Presents historical perspectives of sex stereotyping in career guidance as the rationale for the National Institute of Education (NIE) Project dealing with sex discrimination in career interest measurement. Includes project description, outcomes, impact, and implications for the future.

BL *Sex-Role Socialization and Employment Realities: Implications for Vocational Interest Measures.* Nancy S. Cole and Dale J. Prediger. Journal of Vocational Behavior, Oct. 1975, 7(2): 239-262. °°°The first of these 3 articles examines methods for reporting vocational interests which do and do not reflect sex-role stereotypes; the second article replies to problems raised in the first; and the third article is a rebuttal by the first authors.

Women and Educational Testing: A Selective Review of the Research Literature and Testing Practices. Karen McCarthy, Jane Faggen Steckler, and Carol Kehr Tittle. Princeton, NJ: Educational Testing Service, 1974, 140p. Avail. from: College Board Publications Order Dept., Box 2815, Princeton, NJ 08540. $4 prepaid. °°°Analyzes language and content in widely used achievement and occupational/vocational tests to detect sex bias; and surveys technical literature on test bias. Important for school personnel using or making judgments based on these tests.

D. Inservice Training to Promote Sex Equity

D1. Printed Inservice Materials

SB *Career Education and Minorities. Staff Development in Career Education for the Elementary School: Module VII.* Robert E. Norton. Columbus, OH: Center for Vocational Education, 1975, 43p. Avail. from: National Center for Research in Vocational Education Publications, The Ohio State Univ., 1960 Kenny Rd., Columbus, OH 43210. $5. °°°Inservice module that trains elementary school teachers to develop or enrich

a career education program. Deals with racism awareness and sex-role stereotyping. Includes a coordinator's unit on concerns, reservations, and resistance relating to career education for minorities.

Expanding Nontraditional Opportunities in Vocational Education. College Park, MD: Ellis Associates, Inc., 1977, 205p. (ED 145 136) °°°Three inservice training packages which include: *Approaches to expanding nontraditional opportunities for vocational education students; Barriers to expanding nontraditional opportunities for vocational education students;* and *Legislation addressing equal opportunity in vocational education and employment.* BL

Four Awareness Sessions for Career Opportunities: Integrating Male and Female Roles. New Hampshire Guidelines. Concord, NH: New Hampshire State Dept. of Education, 1977, 26p. (ED 145 083) °°°Describes four awareness workshops for secondary teachers: (1) the most common male and female stereotypes; (2) awareness of sex bias through an examination of nontraditional roles for men and women, and suggestions for ways guidance counselors and vocational education can help students in their career planning decisions; (3) the issue of systematizing the referral and placement of all students to jobs; and (4) the changing role of women in the world of work. BL

Freedom for Individual Development: An Implementation Model for Reducing Minority and Sex Role Stereotyping. Gordon P. Hanson. Madison: Wisconsin Dept. of Public Instruction, 1977, 217p. Avail. from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160. °°°This package program offers detailed directions for conducting inservice programs on sex stereotyping issues in school and community relations, vocational education, teaching methods and materials, and counseling and guidance. Individual items: *Trainer's guide* ($1.50), *School/community relations manual* ($1.50), *Vocational education manual* ($1.50), *Teaching methods and instructional materials manual* ($2), and *Counseling and guidance manual* ($2.75). BL

A Handbook for Workshops on Sex Equality in Education. Mary Ellen Verheyden-Hilliard. Washington: American Personnel and Guidance Association, 1976, 81p. Avail. from: American Personnel and Guidance Association, 1697 New Hampshire Ave. NW, Washington, DC 20029. 1 Fr[illegible] °°°Contains resources and information for use in conducting workshops on sex equality in education; it is one of several technical assistance products generated by the Sex Equality in Guidance Opportunities Projects (SEGO). Includes names and addresses of the 50 state SEGO trainers. BL

BL *Implementing Title IX: A Sample Workshop.* Shirley McCune, et al. Washington: U.S. Office of Education, 1977. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Stock no. 017-080-01709-1. $3.75. °°°Sample workshop of a 6-hour training design for implementing Title IX; for use at the local level; contains all materials needed for the workshop. Covers federal nondiscrimination legislation affecting education, Title IX, Title IX grievance process, and planning for Title IX.

BL *Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.* Shirley McCune and Martha Matthews. Washington: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1978. 11 vols. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Individual volume stock numbers and costs below. °°°Included are 3 general session which can be used with all groups, 8 separate application sessions which are to be used with individual groups, and a participant's notebook.

General sessions:

The Context of Title IX. Shirley McCune and Martha Matthews. 87p. Stock no. 017-080-01928-1. $2.75.

Planning for Change. Shirley McCune and Martha Matthews. 82p. Stock no. 017-080-01924-8. $2.50.

Title IX Regulation and Grievance Process. Martha Matthews. 129p. Stock no. 017-080-01926-4. $3.

Application sessions:

The Administrator's Role. Shirley McCune and Martha Matthews. 188p. Stock no. 017-080-01932-9. $3.75.

Attaining Sex Equity in Counseling Programs and Practices: Application Booklet for Counselors. Linda Stebbins and Nancy L. Ames. 69p. Stock no. 017-080-01935-3. $2.75.

The Community's Role. Shirley McCune and Martha Matthews. 158p. Stock no. 017-080-01931-1. $3.25.

The Counselor's Role. Shirley McCune. 180p. Stock no. 017-080-01934-5. $3.75.

The Physical Activity Specialist's Role. Barb Landers. 290p. Stock no. 017-080-01929-9. $4.75.

The Teacher's Role. Shirley McCune. 209p. Stock no. 017-080-01940-0. $4.50.

The Vocational Educator's Role. Joyce Kaser. 215p. Stock no. 017-080-01941-8. $4.75.

Participant's Notebook. Shirley McCune and Martha Matthews. 155p. Stock no. 017-080-01939-6. $3.50.

BL *Implementing Title IX and Attaining Sex Equity: A Workshop Package for Postsecondary Educators.* Shirley McCune and Martha Matthews. Washington: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1978. 8 vols. Avail. from: Supt. of Docs., U.S.

Govt. Print. Off., Washington, DC 20402. Individual volume stock numbers and costs below. °°°Included are 3 general sessions which can be used with all groups, 4 separate application sessions which are to be used with individual groups, and a participant's notebook.

General sessions:

The Context of Title IX. Shirley McCune and Martha Matthews. 184p. Stock no. 017-080-01936-1. $2.75.

Planning for Change. Shirley McCune and Martha Matthews. 78p. Stock no. 107-080-01942-6. $2.50.

Title IX Regulation and Grievance Process. Martha Matthews. 138p. Stock no. 017-080-01937-0. $3.

Application sessions:

The Administrator's Role. Shirley McCune and Martha Matthews. 184p. Stock no. 017-080-01933-7. $4.25.

Application Booklet for Physical Activity Personnel. Celeste Ulrich and Pearl Berlin. 57p. Stock no. 017-080-01925-6. $2.40.

The Counselor's Role. Shirley McCune. 176p. Stock no. 017-080-01927-2. $3.50.

The Teacher Educator's Role. Myra Sadker and David Sadker. 180p. Stock no. 017-080-01943-4. $3.25.

Participant's Notebook. Martha Matthews and Shirley McCune. 204p. Stock no. 017-080-01938-8. $4.50.

In-service Teacher Training Modules, Elementary/Secondary Levels. Susan Clark. 1977. Avail. from: the author, Hope School District #-A, 117 East 2nd St., Hope, AR 71801. °°°Modules to eliminate elements of sex-role stereotyping and sex-role socialization from the elementary/secondary levels.

Intervention Strategies for Changing Stereotypes: A Procedural Guide. Eileen T. Nickerson, et al. Dubuque, IA: Kendall/Hunt Publishing Co., 1975, 94p. Avail. from: Kendall/Hunt Publ. Co., 2460 Kerper Blvd., Dubuque, IA 52001. °°°Strategies for use with teachers, counselors, students, education administrators, and human service personnel to help them examine sex-role stereotypes. Organized around procedures for setting up a workshop; consciousness raising and counseling materials, programs and techniques; units on career awareness and life planning; and resources for further information.

Project Awareness: A Training Program. Feminists Northwest. Olympia, WA: Supt. of Public Instruction, State of Washington, 1976. Avail. from: Office for Equity in Education, Old Capitol Bldg., Olympia, WA 98504. Free. °°°Outlines detailed procedures for 18 hours of awareness training, organized into 7 workshop units: (1) Awareness: definitions of sex discrimination, (2) Damaging effects of sex

BL

discrimination, (3) Laws and assessment, (4) Strategies for ending sex discrimination in schools, (5) Resources for developing curriculum about sex role awareness and women's studies, (6) Sexist language, (7) Nondefensive communication.

BL *Providing Career Guidance for Young Women.* Pamela G. Colby. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, National Consortium on Competency-Based Staff Development, 1976, 60p. (ED 140 202) °°°A 6-hour workshop module for personnel in guidance, counseling, placement, and follow-through, on nonbiased career guidance for young women of junior and senior high school age. Contains workshop games and activities.

BL *Providing Career Guidance for Young Women. Coordinator's Guide.* Pamela G. Colby. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, National Consortium on Competency-Based Staff Development, 1976, 16p. (ED 140 201) °°°Supplements the module cited above; defines the coordinator's role in 4 areas: setting the tone, setting the pace, facilitating, and evaluating. Gives specific suggestions for preparing and conducting the workshop and implementing each activity.

BL *Providing Life/Career Planning for Women and Girls.* Janice M. Birk. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, National Consortium on Competency-Based Staff Development, 1976, 87p. (ED 140 206) °°°A 10-hour workshop module for personnel in women's life/career planning, including teachers, administrators, counselors, and paraprofessionals, on helping women to make free career choices that are based on a broad range of options, both traditional and nontraditional. Includes sections on society's influence on sex role development, sex bias in resource materials, and legal assistance for women's rights, and a variety of games, activities, and information.

BL *Providing Life/Career Planning for Women and Girls. Coordinator's Guide.* Janice M. Birk. Palo Alto, CA: American Institutes for Research in the Behavioral Sciences, National Consortium on Competency-Based Staff Development, 1976, 14p. (ED 140 205) °°°Supplements the module cited above; defines the coordinator's role in 3 areas: setting the tone, regulating the pace, and facilitating the discussion. Gives specific suggestions on preparing for and conducting the workshop and directions for carrying out activities.

BL *Sexism in Education.* Iris M. Tiedt. Morristown, NJ: General Learning Press, 1976, 36p. Avail. from: General Learning Press, Div. of Silver Burdette Co., 250 James St., Morristown, NJ 07960. °°°Contains 4 major parts: Learning

objectives, preassessment measures, content, and postevaluation. Intended for preservice education, it could also be useful as individual learning guide or for use in inservice groups.

Staff Awareness: Racial, Socioeconomic, Sex Stereotypes Limit Career Potential. Marvin Robertson, et al. Columbus, OH: Center for Vocational Education, 1975, 182p. Avail. from: National Center for Research in Vocational Education Publications, The Ohio State Univ., 1960 Kenny Rd., Columbus, OH 43210. Order no. S10. $8.50. °°°Purpose of the program is to increase the expectations of teachers toward the career potentials of all students regardless of their race, sex, ethnic background, or the socioeconomic status of the family. Helps identify staff stereotypes toward students and provides a tested intervention for changing staff behavior. SB

Steps toward Sex Equity in Vocational Education: An In-Service Training Design. Joyce Kaser, et al. Washington: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, 1978, 235p. Avail. from: Supt. of Docs., U.S. Govt. Print. Off., Washington, DC 20402. Stock no. 017-080-01864-1. $4.50. °°°Provides a training design and materials which may be used in conducting a 1-day session for vocational education personnel. Designed for use by persons who have responsibility for an introductory or intermediate level workshop on sex equity. BL

Strategies to Eliminate Sex Stereotyping and Sex Bias. Rose M. Etheridge and Eric Rice. Chapel Hill, NC: System Sciences, 1977, 150p. Avail. from: System Sciences, P.O. Box 2345, Chapel Hill, NC 27514. $15. °°°For state and local vocational education administrators; includes discussion of inservice training, recommendations for assessing the progress of local programs, recommendations on state education agency approaches based on study findings, and information and recommendations on programmatic approaches, strategies, and materials.

Thinking and Doing: Overcoming Sex-Role Stereotyping in Education, Manual. YWCA of Oahu, Honolulu, HI. Newton, MA: Education Development Center/Women's Educational Equity Act Program, 1978. Avail. from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160. $5.50. °°°Covers general issues of sex roles and the implications of stereotyping; designed in a workshop format for inservice and preservice training.

Whatever Happened to Debbie Kraft? Feminists Northwest. Seattle: Feminists Northwest, 1975, 24p. Avail. from: Feminists

Northwest, 5038 Nicklas Place NE, Seattle, WA 98105. 50¢. °°°Awareness game for educators, counselors, students, and parents.

BL *Workshop in Providing Equal Career Opportunities.* Donna Cubit-Swoyer. New Brunswick, NJ: Curriculum Laboratory, Rutgers Univ., 1977, 133p. (ED 140 061) Avail. from: New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers Univ., New Brunswick, NJ 08903. $1.50. °°°Includes plans, resources, and materials for training counselors and teachers to provide sex fair career counseling and programs. Materials include the objectives, directions, and detailed workshop plans for conducting 8 hours of training on legislation; sex fair tests, texts, and occupational information; and techniques and resources for programs. Lists media and extensive materials resources, with availability information.

D2. Non-Print Inservice Materials

SB *Help Wanted: Sex Role Stereotyping in Career Education Materials.* (136 color slide carousel, cassette tape, 25 min.). Princeton, NJ: Women on Words and Images. Avail. from: Women on Words and Images, P.O. Box 2163, Princeton, NJ 08540. $300 purchase, $35 rental, plus $5 postage. °°°Documents for adults the extent of sex stereotyping found in K-12 and postsecondary career education materials; offers advice for detecting and counteracting sexism in materials; presents ideas for enriching career awareness; and suggests organizations and products which are nonsexist. Has a narration script and a pamphlet. *See section B3 for 51-page companion book.*

Job Discrimination: Doing Something About It. (Film, 16mm, 59 min., 2 reels, color, sound). New York: National Educational Television, 1977. Avail. from: Indiana Univ. Audio-Visual Center, Bloomington, IN 47405. $21.75 rental. °°°Examines several cases of sex discrimination in employment, offering step-by-step analysis of how to recognize, document, and combat such cases. Includes related topics of adverse working conditions, low-status jobs, and unequal pay for women.

Never Underestimate the Power of a Woman. (Film, 16mm, 20 min., color, sound). Madison, WI: Bureau of Audio-Visual Instruction, Univ. of Wisconsin-Extension, 1972. Avail. from: Bureau of Audio-Visual Instruction, Univ. of Wisconsin-Extension, 1327 University Ave., Madison, WI 53706. $200 purchase, $15.50 rental. °°°Produced as part of the federally funded project "Women in Apprenticeship--Why Not?" It

explores and explodes the myths about women workers by interviewing employers and women workers in various technical and skilled jobs. For adult audiences: mature women, employers, unions, and vocational adult educators and counselors.

Racial and Sex-Role Stereotyping in Career Information. (Slide/tape). Janice M. Birk, Jackie Cooper, and Mary Faith Tanney. 1973. Avail. from: Janice M. Birk, Univ. of Maryland, Counseling Center, Shoemaker Building, College Park, MD 20742. °°°Slide-tape presentation, assessment instrument, and data on career information materials.

Sex Stereotyping in Education. Set of 7 Modules. (Cassette/tape). Georgia State Univ., Project on Sex Stereotyping in Education. Newton, MA: Education Development Center/Women's Educational Equity Act Program Distribution Center, 1978. Avail. from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160. $15.75 set, $2.25 each module. °°°Each of the following modules includes a 30-minute cassette tape, instruction sheet for leaders, handouts for participants, bibliography, and transparency masters:

Girl, Boy, or Person: Beyond Sex Differences. Examines myths and realities about sex differences and their effect on educators.

Sex Stereotyping in Math Doesn't Add Up. Covers sex differences in math: how stereotypes limit development and affect career choices.

Equality in Science: Formula for Changing Sex Bias.

Present But Not Accounted for: Women in Educational History.

Reading, Writing and Stereotyping.

We the People: Sex Bias in American History.

Exercising your Rights: Eliminating Sex Bias in Physical Education.

Sexism in School--What We Can Do. (Sound filmstrip, 18 min., color). Baldwin, NY: Educational Activities, Inc., 1976. Avail. from: Educational Activities, Inc., 1937 Grand Ave., Baldwin, NY 11510. $14.95 purchase. °°°For use with teachers, administrators, parents, and counselors. Raises consciousness about the meaning of stereotyping; discusses the results of several well-known studies; shows several teaching aids; and gives specific suggestions for starting a positive program to combat sexism in school. Teacher's guide contains a script, Title IX information, a resource list of materials and teaching aids, and suggestions for combating sexism in school. SB

The Woman's Game. (Film, 16mm, 38 min., color, sound). New Hyde Park, NY: Modern Talking Picture Service. Avail. from: Modern Talking Picture Service, 2323 New Hyde Park Rd., New Hyde Park, NY 11040. (516) 437-6300. Free rental,

not available for purchase. °°°Depicts girls and women involved in nonstereotyped roles, including a fourth grade class playing a nonsexist career education game, a former secretary in her new job as log truck driver, a postgraduate archeology student, a high school athlete, a director of a postsecondary aerospace education department, and an ocean engineer. Includes a discussion guide.

E. Assistance for Returning Women Students

BL *Continuing Education: Reentry and the Mature Woman--Annotated Selected References and Resources. Bibliography Series, No. 2.* Kathy Cirksena, comp., et al. Bethesda, MD: Women's Educational Equity Communications Network, 1977, 26p. (ED 155 349) Avail. from: Women's Educational Equity Communications Network, 4833 Rugby Ave., Suite 205, Bethesda, MD 20014. $2 prepaid. °°°Contains 93 selected information resources in continuing education and the reentry woman, grouped into 6 sections: (1) overviews and bibliographies, (2) the mature woman student, (3) counseling resources, (4) program development, (5) specific programs, and (6) Women's Educational Equity Act projects.

SB *How to Go to Work When Your Husband is Against It, Your Children Aren't Old Enough, and There's Nothing You Can Do Anyhow.* Felice N. Schwartz, et al. New York: Simon and Schuster, 1972, 348p. Avail. from: Simon and Schuster, 1230 Ave. of the Americas, New York, NY 10020. $2.95. °°°This book is for the educated wife and mother who knows that she is underemployed, the woman who wants to lead a full life and make a contribution outside her home as well as within it--but who wonders if she should, if she can.

SB *A Model to Retrain Women Teachers and Skilled Women as Teachers in Non-Traditional Vocational Programs.* Rosyln D. Kane, et al. Arlington, VA: Rj Associates, Inc., 1977. Avail. from: Rj Associates, 1018 Wilson Blvd., Arlington, VA 22209. °°°Outlines a model to retrain women to become teachers of male-intensive vocational programs at the secondary level. One section details the various components essential to the design and implementation of the model by universities and state departments of vocational education.

Off-Campus Experiental Learning for Women: A Model Program Manual. Alverno College, The Research Center on Women, Milwaukee, WI. Newton, MA: Education Development Center/ Women's Educational Equity Act Program, 1978. Avail. from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA

02160. $2.25. °°°For use when developing programs that integrate academic and off-campus work experiences for post-secondary women students.

Second Wind: Program for Returning Women Students. Manual. Univ. of Maryland, Counseling Center, College Park, MD. Newton, MA: Education Development Center/Women's Educational Equity Act Program, 1978. Avail. from: EDC/WEEAP Distribution Center, 39 Chapel St., Newton, MA 02160. $2.75. °°°A program for returning women students which helps them improve skills, offers counseling to help with child care, money, family or personal problems, and offers information, support and friendship. For use as a guide when designing similar programs.

Women and the World of Work. Nancy Tobin and Barbara Lazarus Wilson. Newton, MA: Education Development Center, Inc., 1975, 63p. Avail. from: Career Education Project, Education Development Center, 55 Chapel St., Newton, MA, 02160. °°°Focuses on the concerns of women who want or need to begin or resume a career. The booklet may be used to provide counselors and clients with information about the common educational and employment problems of women. SB

F. Additional Resources for Sex Fair Education

F1. National Organizations

The National Center for Research in Vocational Education. Program Information Office, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210. Toll free (800) 848-4815. °°°The National Center has numerous publications related to sex equity and is involved in various projects, both research and informational, which relate to sex equity.

New Directions for Young Women. 346 S. Scott, Tucson, AZ 85701. (602) 623-3677. °°°Presents and sponsors workshops for young women and adults; provides consultation services for community agencies and schools, and presents workshops on sex-role stereotyping, nonsexist curriculum, and sex bias for school personnel.

PEER (Project on Equal Education Rights). 1029 Vermont Ave. NW, Suite 800, Washington, DC 20005. (202) 332-7337. °°°Monitors and publicizes enforcement progress and problems in Title IX implementation. They provide information to individuals and organizations, a newsletter, free publications, reprints of articles, and information papers.

Project on the Status and Education of Women. Contact: Bernice R. Sandler. Association of American Colleges, 1818 R St. NW, Washington, DC 20009. (202) 387-1300. °°°Develops and distributes free materials which identify and highlight issues and federal policies affecting women's status as students and employees. These materials include a quarterly newsletter; information on Title IX; information on recruiting students, employees, and minority women; and topical papers on subjects concerning the impact of the 1976 Education Amendments on women and girls in vocational education and working women. A publications list is available.

Resource Center on Sex Equity. Counsel of Chief State School Officers, 1201 16th St. NW, Rm. 701, Washington, DC 20036. (202) 833-5426. °°°The Resource Center is a project of the Chief State School Officers. Their basic purpose is to provide technical assistance to state and local educational agencies. It makes available training materials dealing with sex stereotyping in vocational education.

Women's Bureau. Office of the Secretary, U.S. Dept. of Labor, Washington, DC 20210. (202) 523-6611. °°°The Bureau has produced many reports on the status of women in the labor force; booklets, pamphlets, and handbooks for women, educators, and employers; and project reports on women and training. A publication list is available.

Women's Educational Equity Act Dissemination Center. Education Development Center, 55 Chapel St., Newton, MA 02160. Toll free (800) 225-3088, Mass. residents (617) 969-7100. °°°The Dissemination Center is a collaborative effort by the Education Development Center and the Wellesley College Center for Research on Women in Higher Education and the Professions for the review, production and dissemination of materials and programs developed through projects funded by the Women's Educational Equity Act (WEEA). Materials include print, nonprint, and mixed-media packages. Contact the Dissemination Coordinator for information about specific products, programs, services, and costs.

Women's Educational Equity Communications Network (WEECN). Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103. (415) 565-3032/3000. °°°Funded by the Women's Educational Equity Act Program, WEECN collects, screens, classifies, stores, and provides information on projects, activities, and research related to women's educational equity. As a communication system, it facilitates contact among persons, groups and agencies and provides an answering service for individuals and groups with information needs concerning women's educational equity. It publishes a newsletter and makes available

a bibliography series and information analysis products, of which several are directed at vocational education.

F2. Indiana Resource Persons

Cecilia Hawkins
State Coordinator for Reduction of Sex Bias
State Board of Vocational and Technical Education
Illinois Building
17 W. Market St.
Indianapolis, IN 46204
(317) 633-7673

Indiana Dept. of Public Instruction
Equal Educational Opportunities
Sex Equity Unit
Room 229 State House
Indianapolis, IN 46204
(317) 927-0150

Sally Mathews
Indiana Curriculum Materials Center
TAW 200
Indiana State University
Terre Haute, IN 47809
(812) 232-6311 ext. 5884

Jim Meuninck
Indiana Career Resource Project
1201-09 S. Greenlawn Ave.
South Bend, IN 46615
(219) 289-2851

Joyce E. Phelps
Senior Program Associate
New Educational Directions, Inc.
Box 307
Crawfordsville, IN 47933
(317) 362-8877

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Vocational Education Research and Exemplary Projects in Indiana, 1976, edited by Elaine G. Eigeman and Nancy E. Steenhausen. Abstracts and synthesizes research and development projects that were funded under Indiana's plan for improving vocational education programs. 1978, 70p. Report Series No. 6.

Research for Performance Based Vocational Education in Indiana, written by Bill R. West with an introduction by Ed Hornback. Outlines steps in the state's system for developing multi-occupational PBVE programs. 1978, 56p. Report Series No. 5. (ED 153 012)

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